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ABSTRACT

This volume is a collection of profiles of 130 outstanding Chapter 1 programs across the United States. All of the programs have been given special recognition by the United States Department of Education because they have been unusually successful in meeting the needs of disadvantaged students. The criteria used for judging the effectiveness of a project were based on the number of attributes incorporated from the following list: (1) clear project goals and objectives; (2) coordination with the regular school program/other special programs; (3) parent/community involvement; (4) professional development and training; (5) strong leadership; (6) appropriate instructional materials, methods, and approaches; (7) high expectations for student learning and behavior; (8) positive school/classroom climate; (9) maximum use of academic learning time; (10) closely monitored student progress; (11) regular feedback and reinforcement; (12) excellence recognized and rewarded; and (13) evaluation results used for project improvement. The projects submitted evidence of achievement and gains. The profiles contain the following information: (1) name and address; (2) setting; (3) number of students; (4) grade levels; (5) curriculum; (6) per pupil cost; (7) indicators of success; and (8) attributes of success. These programs from the 1985-1986 school year scored high on the appropriateness of the instructional materials, their articulation with the regular school program, and parent/community involvement. A list of nominated and selected programs, a tabular profile index of these programs, and a geographical index of them comprise the three appendices. (VM)

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Effective Compensatory Education Sourcebook

Volume III:

Project Profiles

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Effective Compensatory Education Sourcebook

Volume III: Project Profiles

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UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

JUN 29 1987

Americans have always believed that a good education can help children overcome even the most severe effects of poverty, and can provide our children with the traits of character and the shared knowledge and beliefs necessary for personal and economic success. Chapter 1 of the Education Consolidation and Improvement Act has been the cornerstone of the federal effort to help provide disadvantaged children such an enabling education.

This volume is a compendium of profiles of 130 outstanding Chapter 1 programs, each recognized for its achievement by the Department of Education in 1986. The volume is the third in a three-volume set introduced by the Department in 1985, on the twentieth anniversary of the Chapter 1 program. Previous volumes of the Effective Compensatory Education Sourcebook contained research findings (Vol. I) and practical information (Vol. II) culled from the 116 outstanding Chapter 1 projects recognized in 1985.

The 130 programs profiled here build upon the useful, hopeful information provided the nation's Chapter 1 teachers and administrators in the two previous volumes. Here again is evidence that good schools and good education can make a difference in the lives of children. The programs profiled here underscore the fact that no immutable law dooms a child to failure simply because he or she is born to poverty. And once again they display the characteristics that are increasingly recognized as essential to any effective education program serving disadvantaged students: qualities like strong leadership, high expectations, and an orderly school climate.

Chapter 1 is the largest federal education program serving disadvantaged children, and its implementation at the local level is perhaps the factor most important to its success. I hope the examples provided in this volume will help spread the principles of effective education throughout federal compensatory education programs and make "what works" the currency of the realm in education.

William J. Bennett

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WASHINGTON, D.C. 20202

In 1985, as the Title I/Chapter 1 compensatory education program celebrated its 20th anniversary, the Effective Compensatory Education Sourcebook: Volumes I & II was produced. The Sourcebook combined research findings (Vol. I) with how-to information from 116 outstanding Chapter 1 projects (Vol. II) to provide educators with information to improve their programs for educationally disadvantaged children. In 1986, an additional 130 Chapter 1 projects were recognized as outstanding. Effective Compensatory Education Sourcebook: Volume III is a compendium of these 130 additional outstanding projects.

In 1986, Volumes I and II were distributed through the U.S. Department of Education, the Government Printing Office, State educational agencies, Regional Chapter 1 Technical Assistance Centers, and Chapter 1 conferences. The intended audience is the 200,000 Chapter 1 teachers and administrators who collectively administer the education of almost five million educationally disadvantaged children. These sourcebooks continue two decades of work by Title I/Chapter 1 enabling the neediest of America's educationally disadvantaged children to receive special assistance in the basic skills of reading, language arts, and mathematics.

This third sourcebook continues the work by spreading the word among dedicated Chapter 1 staffs about the most successful practices. It demonstrates the richness of the various programs and advocates a standard of excellence to which all programs may aspire. At a time of serious calls for educational reform, the Department of Education is proud to bring effective educational projects to the Nation's attention.

Mary Jean LeTendre

Mary Jean LeTendre
Director
Compensatory Education Programs

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Introduction

Introduction

In the spring of 1985, the U.S. Department of Education began designating certain Chapter 1 projects worthy of special recognition. The selection of these projects is the culmination of a national initiative to identify Chapter 1 projects that have been unusually successful in meeting the special needs of disadvantaged students. The goal of this initiative is to bring about program improvement through the sharing of practices which have been found to be successful in compensatory education settings. The *Effective Compensatory Education Sourcebook* series is one way in which the identified successful practices are disseminated.

Volume I of the Sourcebook presents a review of the literature on effective schooling practices, providing special attention to the implications of these practices for the education of disadvantaged students. Volume II contains descriptions of Chapter 1 projects which have been found to be particularly successful in educating these students. Volumes I and II were published in the summer of 1986 and are available for purchase from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20202, Document No. 1986 692-398. Volume III presents additional descriptions of successful projects, based, like Volume II, on the Department of Education's initiative to improve the education of disadvantaged children. The activities of this initiative are outlined in the following paragraphs.

The Department of Education requests nominations from State Educational Agencies (SEAs) in the 50 states, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs. Each Chapter 1 project nominated is expected to submit demographic data, together with information on 13 program attributes and four achievement indicators.

The 13 program attributes reflect the elements most often cited as indicators of effective programs in the current school improvement research. These attributes are:

- Clear project goals and objectives
- Coordination with the regular school program/other special programs
- Parent/community involvement
- Professional development and training
- Strong leadership
- Appropriate instructional materials, methods, and approaches
- High expectations for student learning and behavior
- Positive school/classroom climate
- Maximum use of academic learning time
- Closely monitored student progress
- Regular feedback and reinforcement
- Excellence recognized and rewarded
- Evaluation results used for project improvement

Applicants are asked to describe their projects' activities in each of these areas and to highlight those attributes that are implemented in a unique manner and contribute strongly to program effectiveness. They are also asked to submit evidence of the effectiveness of the project in terms of four indicators:

- Formal measures of achievement
- Informal measures of achievement
- Other project outcomes, e.g., attendance, affective measures
- Sustained gains

In 1985, 334 Chapter 1 projects were nominated for recognition based on information for the 1983-84 school year. Of these, 118 were selected.[1] In 1986, 281 projects were nominated based on 1984-85 school year data; 130 were selected and are described in this volume.

The selection process is as follows: The nomination forms submitted by state education agencies are reviewed by panels consisting of representatives from major educational associations; experts in the area of school improvement research; and compensatory education teachers, administrators, and supervisors. Panel members examine each nomination and prepare a report, including a summary of their ratings and comments. While all nominated projects provide evidence of their effectiveness in helping disadvantaged students, the criteria used by the panels are intended to identify the projects that are most effective and most worthy of being shared with others in the field of compensatory education. The selected projects reflect a wide diversity of locations, settings, philosophies, and instructional approaches. Local Educational Agency (LEA) projects, projects for migratory students, and projects for neglected or delinquent youth populations are all represented among the selections.

---

[1]Two projects subsequently withdrew, leaving the 116 projects which comprise Volume II of the Sourcebook.

Development of Profiles of the Recognized Projects

After receiving the nomination forms and the review panels' rating sheets from the Department of Education, the variables describing each project were identified and recorded. These descriptive variables include curriculum focus, grade level, project size, geographic setting, and indicators of success. For each project, the three attributes which appeared to applicants and panel members to be the greatest contributors to project success were noted. The narrative descriptions provided by applicants on the project nomination forms were reviewed and used to write 250-word summaries highlighting the salient elements of each of these three attributes. In addition, a "headline" sentence which reveals something unique or especially important about the project was prepared.

Many projects exemplify several of the attributes of success. However, only three attributes have been highlighted. These attributes are identified with a bullet (•) in the Profile Index at the back of this volume. A star (★) indicates a particularly rich and detailed discussion of the way an attribute was implemented in a project. Finally, a draft narrative was mailed to each project for suggestions and comments. Revisions in the profiles were made accordingly.

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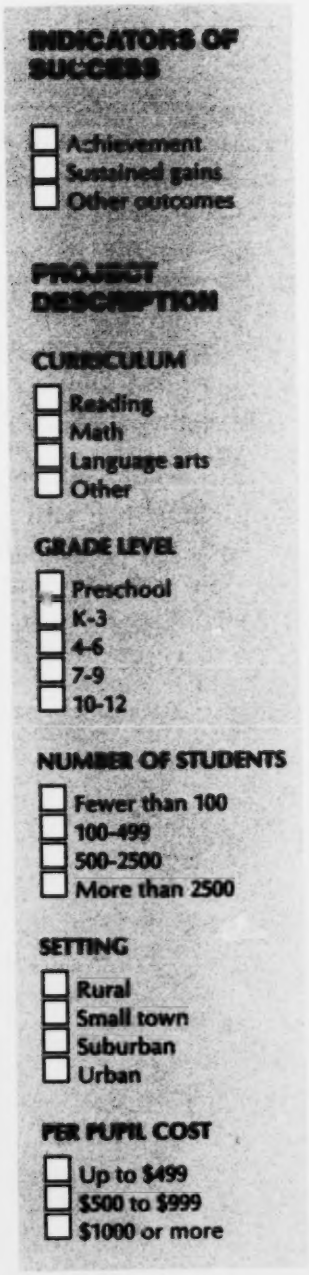

Figure 1.

Explanation of the Profiles

Each profile includes:

1. The district name
2. A headline capturing the essence of the project
3. Abbreviated versions of the three salient attributes
4. A narrative briefly describing the implementation of the attributes
5. A Profile Chart listing basic project information
6. The name of a person to contact for more information

The Profile Chart (Figure 1) contains two major headings: **INDICATORS OF SUCCESS** and **PROJECT DESCRIPTION.** The **INDICATORS OF SUCCESS** section displays types of evidence of effectiveness presented by each project. **Achievement** refers to the use of formal or informal achievement measures in reporting program effectiveness. **Sustained gains** refers to the use of sustained effects data (e.g., three group achievement data points over a minimum of one year). **Other outcomes** includes all data related to attendance, discipline, self-concept, and other behavioral and attitudinal outcomes.

PROJECT DESCRIPTION covers five areas: **Curriculum,** the subject area(s) covered by the project; the **Grade Level** of project participants; the **Number of Students** who receive services; the **Setting** in which the project operates; and the **Per Pupil Cost** of the project.

Under **Curriculum** four choices are listed: Reading, Math, Language Arts, and Other. **Grade Level** includes clusters of grade levels served. Thus, if a project serves third and fourth grade, the Profile Chart indicates categories K-3 and 4-6. If only one grade is served by the project, the category that includes that grade is marked. **Number of Students** includes four numerical ranges for indicating the project size in terms of the number of students served. **Setting** refers to geographic settings. Some districts indicated more than one setting, e.g., rural *and* small town, and thus would be marked in both categories. **Per Pupil Cost** includes three categories: (1) up to $499, (2) $500 to $999, and (3) $1000 or more.

Overview of National Identification Program Projects

Information from the profiles was tabulated in order to produce a descriptive analysis of the recognized projects. This analysis is contained in the Profile Index located on pages 164-167. The following is a brief summary of the information provided in the Profile Index.

PROGRAM. Most of the recognized projects are funded through basic grants to the local educational agencies (LEAs). Of the 130 selected projects, 115 are LEA, ten serve migrant populations, and five are projects specifically designed to serve neglected or delinquent youth.

SETTING. Project settings include rural, small town, suburban, and urban. Fifty-two projects function in urban settings, 28 in small towns, 26 in rural areas, and 22 in suburban locations.

NUMBER OF STUDENTS. The size of the projects tends to vary with project setting. Urban projects tend to be larger than suburban, rural, and small town projects. Forty-seven projects serve 500 to 2500 students, and 46 serve between 100 and 500 students. Looking at very small and very large projects, 29 serve fewer than 100 students, and only five have more than 2500 students.

GRADE LEVELS. The majority of the projects serve elementary grades. One hundred six projects serve grades K-3, 89 serve grades 4-6, 54 serve grades 7-9, and 29 serve grades 10-12. There are 21 projects which serve preschool children.[2]

[2]The total of these figures exceeds 130, because many projects serve more than one of these grade level categories.

The frequency of occurrence of the attributes is displayed in Figure 2 below.

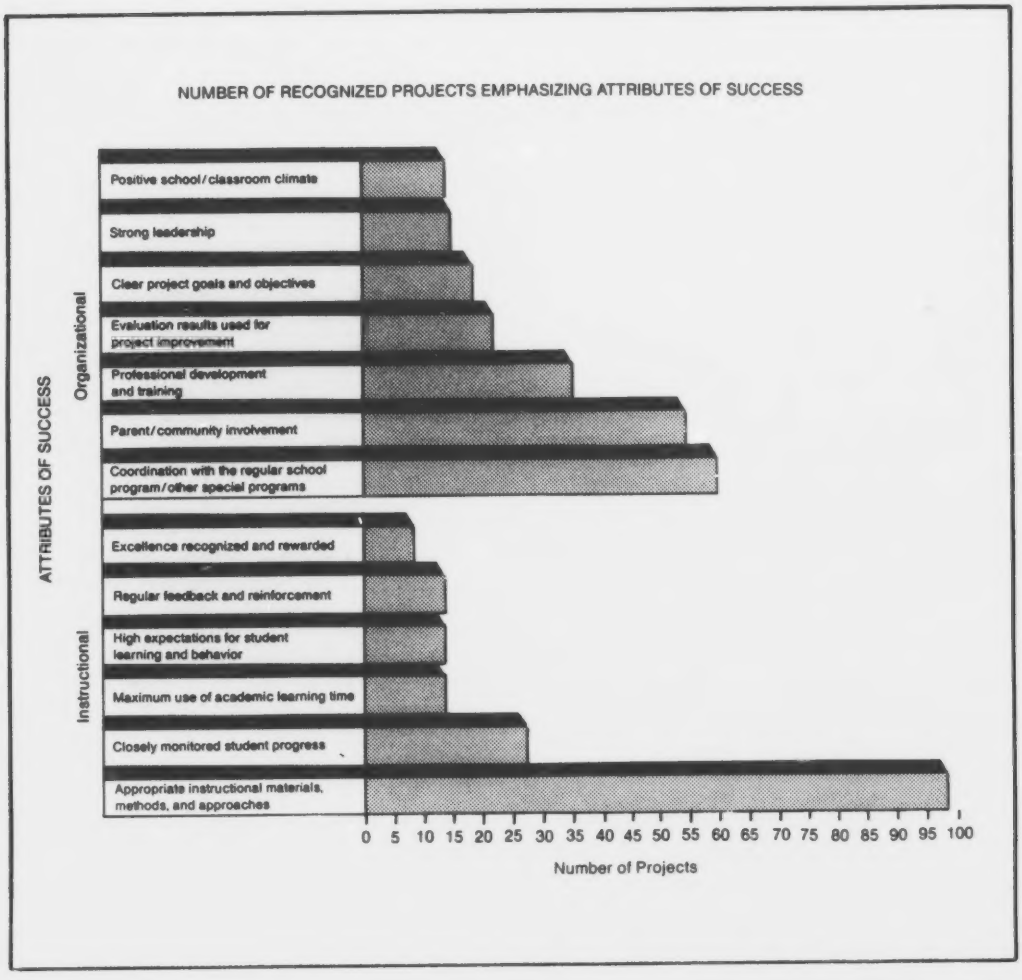
NUMBER OF RECOGNIZED PROJECTS EMPHASIZING ATTRIBUTES OF SUCCESS
ATTRIBUTES OF SUCCESS
Organizational
Instructional
Positive school/classroom climate
Strong leadership
Clear project goals and objectives
Evaluation results used for project improvement
Professional development and training
Parent/community involvement
Coordination with the regular school program/other special programs
Excellence recognized and rewarded
Regular feedback and reinforcement
High expectations for student learning and behavior
Maximum use of academic learning time
Closely monitored student progress
Appropriate instructional materials, methods, and approaches
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
Number of Projects

Figure 2.

CURRICULUM. The curriculum areas include reading, mathematics, language arts and "other," which primarily includes readiness programs for preschool children. Reading is the most frequently cited curricular area with 99 projects. Mathematics is second with 57 projects, language arts is third with 37 projects, and 35 projects are in the "other" category.

PER PUPIL COST. The average cost for LEA projects (excluding preschool projects) is $695. This figure is slightly higher for migrant projects and for projects located in neglected/delinquent (N/D) institutions. The average per pupil cost for these projects is $707 and $844, respectively. Preschool projects are significantly more expensive to operate than other types of projects. The average per pupil cost for preschool projects is $1,037. Regardless of project type, the per pupil cost for most (77) projects is between $500 and $999. Thirty-one (31) projects have a per pupil cost below $500. The per pupil cost of 21 of the projects is $1000 or more.

Per pupil cost can vary with type of staff used, age of the project (startup versus continuation), structure of the project, geographical cost of living differences, and other factors. Therefore, caution should be used in interpreting the significance of this variable.

INDICATORS OF SUCCESS. Annual and semiannual achievement test scores, multiple year achievement scores (sustained gains), and other measures (i.e., attitudes, attendance, self-concept, parent/community support) were used as indicators of project success. Of the projects reporting standardized achievement test scores, 26 reported an annual pre-posttest cycle, and 52 a semiannual cycle. Preschool and kindergarten programs tend to use criterion-refenced tests to measure success. Sixty-eight projects reported sustained gains. There were 52 citations in the "other" category, indicating the use of behavioral and/or attitudinal measures.

ATTRIBUTES OF SUCCESS. Each project is profiled in terms of the three attributes identified as making the greatest contribution to the project's success. Attributes are organized into two categories: Instructional and Organizational. Instructional attributes are those that are oriented towards classroom-level instructional activities, e.g., instructional materials, methods, and approaches. The organizational attributes are those which have an administrative or schoolwide focus, e.g., strong leadership. (See Volume I for additional detail on these attributes and a discussion of the relationships among them.)

Appropriate instructional materials, methods and approaches, an instructional attribute, is the most frequently cited. Of the 130 selected projects, 98 were identified as exemplary in their implementation of this attribute. The next most frequently cited attributes are **coordination with the regular school program/other special programs** (60 projects), and **parent/community involvement** (54 projects). These are organizational attributes. Thirty-five projects

emphasize **professional development and training,** while 27 projects cite **closely monitored student progress.** The least cited attributes are **excellence recognized and rewarded** (10 projects), and **regular feedback and reinforcement** (13 projects).

The bottom of the Profile Index displays a series of column totals. Users will note that the sums for each category do not always total 130. One reason for this is that many projects have more than one element within a category, e.g., many projects provide both reading and math instruction. A second reason is that the categories are, in a few cases, inapplicable. For example, a teachers' resource center which provides no direct services to students has no entries in the student data column.

The Profile Index is designed to provide quick access to information about the recognized projects. Readers interested in identifying projects by one or more descriptors can use the Profile Index to locate these projects. For example, if you are interested in mathematics projects in a rural setting, and you are concerned with maximizing academic learning time, locate **Setting, Curriculum** and **Attributes of Success** at the top of the Profile Index. Under these, you will find columns titled **Rural, Math,** and **Academic Learning Time,** respectively. The program(s) of interest will have bullets or stars in all three of these columns. The school district(s) (or other agency) and the page number(s) of the profile(s) will be indicated at the far left of the index.

Summary

The 130 Chapter 1 projects selected for recognition through the 1985-86 National Identification Program have produced improvements in many areas, including student achievement, student attitudes, self-concept, attendance rates, and parent/community support. The educational practices exhibited by these projects are in many cases creative and unique. In other cases, however, project staff relied not on innovation, but on consistent, methodical application of effective schooling practices. In all cases, the projects used instructional processes and organizational strategies that are supported by research as being effective in improving student performance.

As was the case among projects recognized in 1984-85, some attributes stood out more than others: (1) **appropriate instructional materials, methods, and approaches,** (2) **coordination with the regular school program/other special programs,** and (3) **parent/community involvement** appear to be the most important attributes, based on the frequency with which they are cited.

One salient attribute not cited as frequently as the three noted above is **strong leadership.** Coordinating programs, getting parents and community members involved, and seeing that appropriate instruction is taking place requires strong instructional leadership. Whether it is the classroom teacher, the project coordinator, the principal, or a combination of them, these individuals ensure that all available resources are orchestrated to meet the needs of the students. Because it was generally these leaders who completed the application forms, we speculate that they may have been unduly modest about the important role they played in enabling the program to achieve national recognition. We congratulate them and hope that their expertise in Chapter 1 will be used by others to increase the number of exemplary projects in the future.

Organization of Volume III

In the next section, Chapter 1 projects cited in 1985-86 for recognition under the National Identification Program are listed alphabetically by state and then by district within states. Following these profiles are two appendices. Appendix A lists all projects nominated for the National Identification Program and those selected. Appendix B is the Profile Index displaying the major features of the selected projects.

National Identification Program Projects

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [x] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

OZARK CITY SCHOOL SYSTEM
OZARK, ALABAMA

First Grade Readiness Program takes developmental approach to teaching basic skills

Parent/community involvement
Appropriate materials, methods, approaches
Evaluation used to improve project

Children old enough for first grade, but who lack the readiness skills to succeed in regular first grade classes, are placed in the First Grade Readiness Program. Beginning academic skills are emphasized, along with activities designed to promote positive self-concepts, good feelings about school, task commitment, and responsible behavior.

Parents participate in both individual and group conferences to discuss and become involved in their children's educational program. A "Parent Publishing Company" produces stories written and illustrated by the children. Student works are displayed at the Young Author's Conference sponsored by a local university.

The program is very flexible. Children may be "promoted" into regular first grade classes at any time during the school year. If a child remains in the program for the entire year, he or she may spend the following year in regular first grade or move on to second grade, depending on the degree of progress and readiness he or she demonstrates. The program takes a developmental approach to basic skills instruction. The language experience approach is used to introduce young children to the reading process. The math component takes a concrete-experience approach, making use of the Mathematics Their Way program.

Annual program evaluation and evaluation of sustained effects have led to program improvements. Examples include: (1) the decision to continue services for some students promoted to regular first grade, (2) activities undertaken to strengthen the math program, and (3) the incorporation of the language experience approach into the reading-language program.

Contact: Betty J. Kennedy
Ozark City School System
P. O. Box 788
Ozark, AL 36361
(205) 774-5197

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT FAIRBANKS, ALASKA

READY project builds reading skills of elementary and secondary students

Positive climate
Closely monitored student progress
Regular feedback/reinforcement

Students in grades K-12 participate in the Reading Excellence through Assessing and Diagnosing of Youth (READY) project. Elementary and junior high school students are pulled from their regular classes in groups of four to six and given 30-50 minutes of instruction daily. High school students are placed in a low-level ninth grade English class. Participants from the one private school receive services in a rental structure across from the school building.

The climate of project classes is very orderly, well disciplined, friendly and caring. Administrators, teachers, parents, and students continually promote school pride and spirit. Many Chapter 1 and other school staff members make use of Lee Cantor's Assertive Discipline Program. Students respect the consistency of rules, know what is expected of them, and understand the consequences of misbehavior.

Results of diagnostic tests form the basis for skill instruction. Reading Assistants enter the skills selected for instruction on individual student profiles and later enter the dates these skills are mastered. Each student's summary sheet is updated frequently. Monitoring of student progress also occurs through the provision of classroom summary sheets to regular classroom teachers.

Student charts with stars or stickers are displayed, students earn points toward food treats or other rewards, and individual folders provide a constant visual reminder of student progress. At the high school level student work is corrected, returned immediately, and the student continues to work on the assignment until he or she achieves one hundred percent. Teachers provide as much help as is needed as students work toward mastery of the materials.

Contact: Miriam Slabaugh
Fairbanks North Star Borough School District
P.O. Box 1250
Fairbanks, AK 99707
(907) 452-2000, ext. 260

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [x] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [x] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
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NUMBER OF STUDENTS

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- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [x] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [ ] $500 to $999
- [x] $1000 or more

MORELAND SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

In-class and laboratory instruction support elementary basic skills program

Coordination with other programs
Strong leadership
Appropriate instructional materials, methods, approaches

The Chapter 1 project at Leroy Anderson Elementary School is called Reinforcing Anderson's Basic Education Program. Children in grades 1-5 receive a combination of in-class and pull-out instruction in reading, writing, and math. Instructional aides work with children in their regular classes, and daily supportive instruction is provided in the project laboratories.

The "slip schedule" procedure used in the program decreases the student-teacher ratio and insures that students will not miss portions of the regular basic skills program. Monthly reviews help to insure coordination between Chapter 1 and other programs, and Chapter 1 and regular teachers meet biweekly to coordinate activities.

The program coordinator provides instructional leadership and is also responsible for the Gifted and Talented, and School Improvement Programs. The principal serves school discipline and public relations functions and exercises these with regard to the Chapter 1 project as well. A Child Study Team meets weekly for discussion and planning for students with special needs.

The project's Learning Resource Center provides instruction in:(1) the study of animals, (2) the behavior of meal worms, (3) kitchen physics, (4) basic concepts in electricity, (5) map study skills, (6) weather activities, (7) mystery powders, and (8) math manipulatives. The project emphasizes hands-on experiences throughout these activities. Specific materials and methods are selected by both regular and project teachers, often with input from the Child Study Team.

Contact: Norman van Woerkom/Marc Liebman
Leroy Anderson Elementary School
4710 Campbell Avenue
San Jose, CA 95130
(408) 243-6031/379-1370

POWAY UNIFIED SCHOOL DISTRICT POWAY, CALIFORNIA

Project offers basic skills and ESL instruction in regular classes

Clear goals and objectives
Appropriate materials, methods, approaches
High expectations for learning/behavior

In the Personalized Education Program at Los Penasquitos Elementary School, students in grades K-5 receive daily supplemental instruction in math, reading, and language skills from Chapter 1 aides. These skills are reinforced through computer lab activities. The English as a Second Language (ESL) component serves students in grades K-5, using the Distar Language Program.

The program's overall goal is for participants to achieve at or above district proficiency levels in reading, math, and language; to incorporate basic health practices into their daily living; and to develop positive attitudes about self and others. Goals and proposed means of achieving them are communicated to constituents at the yearly project open house, in parent meetings and through the project information bulletin and school newsletter.

A personalized education plan (PEP) is developed for each student and is used to monitor progress. Parents support this plan by monitoring student homework and serving as tutors. Saturday remediation classes are provided in the spring for children in danger of retention. Students are instructed in the classroom individually or in small groups; there is no pull-out program.

Materials such as Precision Teaching and Science Research Associates kits provide academic challenges and opportunities for success. Students receive awards in the areas of academic excellence, citizenship, leadership, attendance, fifth grade promotion, cultural arts show, district spelling bee, and Readathon. The school guidance facilitator has a structured program that challenges students to improve their behavior.

Contact: Romeo Camozzi
Poway Unified School District
13626 Twin Peaks Road
Poway, CA 92064
(619) 748-0010

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [x] Language arts
- [x] Other *

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [x] Suburban
- [ ] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

*ESL

23

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [ ] Math
- [ ] Language arts
- [x] Other*

GRADE LEVEL

- [x] Preschool
- [ ] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [x] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

*School readiness

ADAMS COUNTY SCHOOL DISTRICT #14 COMMERCE CITY, COLORADO

Home visits and parent-child meetings strengthen preschool programs

Parent/community involvement
Appropriate materials, methods, approaches
Positive climate

The Parents as Teachers Project serves preschool children and their parents. The project's three components are: (1) weekly one-hour home visits, (2) twice weekly, two-hour preschool sessions, and (3) monthly parent-child meetings.

Parents attend planning and evaluation sessions and other parent meetings. Involvement in instructing their children occurs during home visits, when parents read stories, play educational games, and observe the activities of the home visitor, who serves as an instructional role model. Parents visit preschool classes, observe, and help with small group activities.

During home visits, trained paraprofessional Home Visitors spend approximately an hour with the child and parent (or other relative, babysitter, etc.). The Home Visitor presents an organized and individualized lesson based on observations of the child's performance during the twice-weekly preschool sessions. The preschool sessions are devoted to developing language, cognitive, and motor skills. Each day consists of self-choice exploratory play time, teacher-structured fine motor activities, and two large group activities which emphasize language development.

The preschool environment is warm and supportive. Children work in a relaxed atmosphere and are encouraged to take risks. The positive climate of the project helps overcome the initial fear small children often have of being separated from their parents. Parents report that their children like school and are unhappy when circumstances prevent them from attending.

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POUDRE SCHOOL DISTRICT R-1
FORT COLLINS, COLORADO

JDRP-approved project focuses on school readiness and reading improvement

Parent/community involvement
Professional development and training
Appropriate materials, methods, approaches

The Preschool and Improvement of Reading (PRIOR) project serves children from prekindergarten to grade 6. Preschool children attend 160 half-day sessions during the school year. The reading program makes use of a pull-out design. Students receive 30 minutes of instruction four or five days per week. PRIOR received Joint Dissemination Review Panel (JDRP) validation in 1979 and was subsequently funded for dissemination through the National Diffusion Network.

Parents serve on parent councils and make recommendations for planning implementation, and evaluation. Volunteers make instructional materials, hold fund raising projects, and assist with special projects. Information and training are provided for parents to work with their children at home.

Inservice topics for preschool staff have included curriculum development, parent involvement, first aid, and nutrition. Reading project staff have received training in language development, coordination with the district basal program, computer use, evaluation methods, early childhood education trends, parent involvement, and research in reading. Staff also participate in district staff development activities, and many have participated in Teacher Expectations and Student Achievement (TESA) training.

At the preschool level, the staff work with the children four days a week, with the fifth day used for parent education, either in their homes or at the preschool centers. Multisensory materials are used and teaching approaches accommodate various learning styles. The reading program features a language experience approach, and a variety of art and drama activities complement the reading lessons.

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Poudre School District R-1
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INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [x] Other *

GRADE LEVEL

- [x] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [x] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [ ] $500 to $999
- [x] $1000 or more

*School readiness

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [ ] Math
- [ ] Language arts
- [x] Other*

GRADE LEVEL

- [x] Preschool
- [ ] K-3
- [ ] 4-6
- [ ] 7-9
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NUMBER OF STUDENTS

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SETTING

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PER PUPIL COST

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- [x] $1000 or more

*School readiness

BRIDGEPORT PUBLIC SCHOOLS
BRIDGEPORT, CONNECTICUT

Parents learn strategies to promote the school success of Pre-kindergarten Program children

Parent/community involvement
Strong leadership
Evaluation used to improve project

Children attend the Pre-kindergarten Program for two and one-half hours per day. Classes are staffed by a teacher and an aide, and there is a 9:1 student-adult ratio. The project is designed to develop language skills and social and emotional behavior appropriate to the age of project children, to orient children to a formal school setting, and to develop kindergarten entrance skills.

One of the stated program goals is to help parents learn child rearing strategies that will result in better school achievement on the part of project children and their siblings. Parents volunteer in project classrooms (for which a volunteer manual is provided), attend parent meetings and workshops, and selected parents participate in the Consultation Center/Parent--Child Program (CC/PCP). In the CC/PCP, parents participate with teachers and other parents in teaching, guiding, and evaluating their interactions with children.

The Pre-kindergarten Program director also directs the CC/PCP and the Early Childhood Education Program, and she is the education coordinator for the citywide Health/Education Collaborative. She is a frequent advisor and inservice resource person for special education preschools, private preschools, Head Start programs, and day care centers. She is also on the executive board of the Kindergarten Association and the Early Childhood Education Council. She meets with building principals at least once a month for program monitoring.

Program evaluations have led to adjustments, including giving teachers choices between highly structured or less structured language development programs, giving project children homework, and expanding the curriculum to provide better services for increasing numbers of bilingual children.

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NEW LONDON PUBLIC SCHOOLS
NEW LONDON, CONNECTICUT

Migrant program focuses on basic skills, cultural/ethnic activities, and vocational preparation

Parent/community involvement
Appropriate materials, methods, approaches
Closely monitored student progress

Migratory Vocational Youth and Basic Skills is a pull-out project, in which junior and senior high school students receive small group or individual instruction 45 minutes a day, three to five times a week. The project's After-School Cultural Ethnic Arts Program provides participants opportunities to demonstrate their abilities in the visual and performing arts. The Migrant Vocational Resource Specialist assists older students in making career decisions and refers them to appropriate people and programs in the community.

Parent Advisory Council (PAC) meetings give parents opportunities to express views, improve school-community relations, and observe programs. Parents and community volunteers tutor students and help in the classroom and library. Linkages between parents and the project are also made through the Community Resource Commission (CRC) and the Centro de la Comunidad. The Youth Vocational Project component relies upon the community for job placement and internships.

Instructional materials and strategies engage all sense modalities, and a multidisciplinary approach is used. The project also features: use of the Migrant Student Record Transfer System, use of the Eastern Stream Advance Notification System, a process to recruit new migrant families moving into the district, provision of clothing and food when needed, provision of ethnic/cultural activities, and financial assistance for medical emergencies if there are no other sources of help available.

The Prescriptive Reading Inventory (PRI) and the Diagnostic Math Inventory (DMI) are used to develop Individual Educational Plans (IEPs). Informal monitoring occurs during class readings, class discussions and observations.

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INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [x] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [ ] K-3
- [ ] 4-6
- [x] 7-9
- [x] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

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- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

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- [ ] Suburban
- [x] Urban

PER PUPIL COST

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- [ ] $500 to $999
- [x] $1000 or more

NEW LONDON PUBLIC SCHOOLS
NEW LONDON, CONNECTICUT

Elementary math project uses broad-based goal setting process

Clear goals and objectives
Parent/community involvement
Closely monitored student progress

Most Supportive Mathematics Program classes use a pull-out design, however, all project staff are spending an increasing amount of time doing in-class instruction with project students. The project serves students in grades I-6, with time allotments varying by grade level.

Project goals and objectives were identified by a Goal Setting Committee consisting of parents, students, teachers, administrators, and community members. The project curriculum guide specifies goals and objectives for each grade level, along with activities to reinforce the objectives and assessment procedures to be used. Project goals are communicated to constituents via conferences, reports, meetings, and publications.

Parents participate in the annual needs assessment survey and meet with teachers each spring to discuss project evaluations. Parent Advisory Council (PAC) meetings provide opportunities for parents and community members to learn about the project and provide input. Parents may volunteer as classroom aides and/or receive materials and training enabling them to support their children's learning at home during the regular school year and in the summer. A PAC-developed handbook explicity details ways that parents can be instrumental in their children's schooling.

Formal procedures for monitoring and maintaining a continuous record of student progress are incorporated into student Individual Educational Plans (IEPs). Records are kept of teachers' efforts to involve parents in activities to reinforce student learning. A checklist of objectives is completed by project staff and placed in each student's permanent, cumulative folder.

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PLAINFIELD PUBLIC SCHOOLS
CENTRAL VILLAGE, CONNECTICUT

Three funding sources support program focusing on Three R's

Clear goals and objectives
Coordination with other programs
Evaluation used to improve project

The Chapter 1 project at Plainfield Central School is called TRIO: Three R's in Operation. Students in grades 7-8 attend 40-minute pull-out classes three to five days a week. Students are instructed in reading, math, and language arts in groups of three or four. Project funding is varied: 28 percent Chapter 1, 7 percent Connecticut's EERA program, and 65 percent local Board of Education.

TRIO's main goals have to do with producing specific measurable improvements in student test performance. Objectives supporting these goals are concerned with: identifying and serving students most in need, providing a minimum of two hours of tutoring per student per week, keeping instructional group size to four, assuring that scheduling is compatible with the rest of the school program, coordinating the program with the school curriculum, providing individualized instruction, providing daily goal setting for students, sharing student progress information with regular teachers and parents, providing innovative inservice training, providing budget flexibility, and monitoring staff and student performance.

Cross-program coordination is achieved, in part, through project staff membership on the district's curriculum development team. At least six formal information sharing sessions involving regular and project teachers are conducted each year, in addition to numerous informal communications. Lessons are developed to overcome specific deficiencies noted in content area classes.

Evaluation results have led project staff to use holistic scoring, create a diagnostic test for math, change the standardized achievement test used in language arts, emphasize vocabulary development, prepare brochures for parents, and increase parent communication and involvement.

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INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [x] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [ ] K-3
- [ ] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [ ] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [x] Language arts
- [x] Other *

GRADE LEVEL

- [ ] Preschool
- [x] K-3
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*School readiness

WATERBURY SCHOOL DEPARTMENT
WATERBURY, CONNECTICUT

Kindergarten Extended Day Program reinforces and expands on activities offered in regular kindergarten curriculum

Coordination with other programs
Appropriate materials, methods, approaches
Maximum academic learning time

The Kindergarten Extended Day (KED) Program is designed to give children facility in the language, tools, and culture of the school; to reinforce skills taught in the regular kindergarten program; and to enable children to demonstrate skills and exhibit behaviors that will result in them being perceived as capable learners by teachers, parents, and peers.

The KED teacher is conversant with the kindergarten curriculum; knows the level at which her students are functioning within it; and is knowledgeable about the methods, policies, and procedures used by the regular kindergarten teacher. Because the KED Program does not begin until October, the KED teacher spends several days observing the kindergarten classes, noting specific approaches, standards of behavior, rules, and procedures. Formal coordination between KED and non-KED teachers takes place at the end of each marking period.

Children spend much of their time working independently or in pairs in the project activity centers. The KED teacher uses materials which call for direct instructional techniques and convey content children will need to master for school success. KED activities typically identify a task and necessary materials. A worksheet and a letter to parents suggesting follow-up activities are also included.

The KED class period is divided between group instruction (1/2 hour), activity period (1-1/2 hours), and group activity (1/2 hour). Procedures are established so that transitions do not infringe on learning time. The brisk pacing of activities maximizes learning time, and each child has one-to-one interaction with the teacher daily.

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WATERTOWN PUBLIC SCHOOLS
WATERTOWN, CONNECTICUT

School system operates four programs in public and parochial schools

Professional development/training
Regular feedback/reinforcement
Evaluation used to improve project

The Watertown System operates one Supplemental Basic Skills Program for students in grades 2-6, another for students in grades 7-8, a Delinquent Program (for students with truancy and behavior problems) called Computer Applications in the Content Area, and a Parochial School Remedial Program for students in grades 2-8. Most programs use a pull-out design. Program teachers follow the Madeline Hunter Model for Effective Teaching.

Project staff participate in a wide variety of professional development activities. Examples include: (1) Project SOAR (Skills of a Reader), designed to improve teaching competencies for the higher-level thinking skills in reading; (2) BIST (Basic Instructional Skills for Teachers); (3) computer literacy courses; (4) workshops on math skill development in primary grades and evaluation of software; (5) training in the Madeline Hunter model; (6) attending professional conferences; (7) self-evaluation for participation in the Initiative to Improve the Quality of Chapter 1 Projects; (8) planning and organizing Parents' Night; and (9) reading professional journals.

Students receive feedback and reinforcement through daily informal appraisal and awards, progress charts displaying skills attempted and mastered, computer learning activities, and information regarding teacher-teacher and parent-teacher conferences. Parents receive information through notes, report cards, phone calls, and conferences.

Program evaluation findings have resulted in implementation of the Computer Applications program for disaffected students, a decision to maintain the public and parochial school basic skills programs, and a decision to develop and implement a preschool program.

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Watertown, CT 06795
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INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [x] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [x] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
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SETTING

- [ ] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

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HILLSBOROUGH COUNTY PUBLIC SCHOOLS TAMPA, FLORIDA

Ongoing evaluation results in continuous fine-tuning of elementary reading program

Coordination with other programs
Appropriate materials, methods, approaches
Evaluation used to improve project

Participants in the Individual Pupil Placement (IPP) Reading Pull-Out Program receive daily instruction for either 45 minutes (for grades 3-5) or 30 minutes (for grade 6). IPP is designed to incorporate computer-assisted instruction, support mastery of objective-based skills, foster independent reading for enjoyment, and enable students to transfer knowledge and skills acquired in the program to the regular classroom.

Integration of the program into the regular reading program is insured through: a biweekly, two-way written communication form used by regular and program teachers and monthly planning conferences involving them; program staff participation in school team meetings or grade-level curriculum meetings; and use of Chapter 1 Minimal Skills Objectives as the skills framework for the program.

A committee consisting of the school principal, curriculum specialist, classroom teacher(s), Chapter 1 teacher(s), and special service teacher(s) determines educational placement for each student. Teacher-directed instruction is the primary instructional strategy used in the program. Money is allocated for each Chapter 1 teacher to purchase supplemental materials designed to match the scope and sequence of basal objectives and project skills framework. Grouping is determined by basal placement, skill needs, scheduling constraints, and special needs.

Adjustments in the program's microcomputer component, expansion of the program to many more eligible schools, and the decision to target services to grades 2-6 all resulted from program evaluation efforts.

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HILLSBOROUGH COUNTY PUBLIC SCHOOLS TAMPA, FLORIDA

Chapter 1 teachers, regular teachers, and aides provide in-class reading instruction

Coordination with other programs
Appropriate materials, methods, approaches
Closely monitored student progress

The Chapter 1 Match Reading Program provides intensive, teacher-directed, small group and individualized reading instruction to sixth graders in their regular classrooms. A Chapter 1 teacher, a regular classroom teacher, and two aides work with groups of up to 29 students per class period.

Regular and Chapter 1 teachers participate in school-based team meetings or grade-level curriculum meetings. The project makes use of the Chapter 1 Minimal Skills Objectives as the skills framework for the program; the resulting skills list is reviewed, assessed, and updated continually. The Chapter 1 program is also coordinated with state and federal exceptional child programs, the local bilingual program, and the federal migrant program.

Major elements of the program include: (1) a continuum of skills presented from a lower to a higher level of sophistication; (2) related materials for extended reading; (3) suggested supplementary materials; (4) a management system closely integrated with instruction; (5) a suggested teaching sequence involving teacher-directed instruction, independent activities, and a teach-review-test model; (6) specific objectives identified for emphasis within each lesson; (7) use of criterion-referenced tests which measure mastery of major objectives; and (8) use of computer-assisted instruction to supplement regular instruction.

The computer management system involves the use of an Apple II computer, a card reader, and a pointer to score tests and generate some of the records. Progress Reports are sent home to parents, and Class Record Forms are used to record individual and group progress. Additional monitoring records include the Student Home Report, the Cumulative Reading Record, and other individual and group records.

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INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
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PER PUPIL COST

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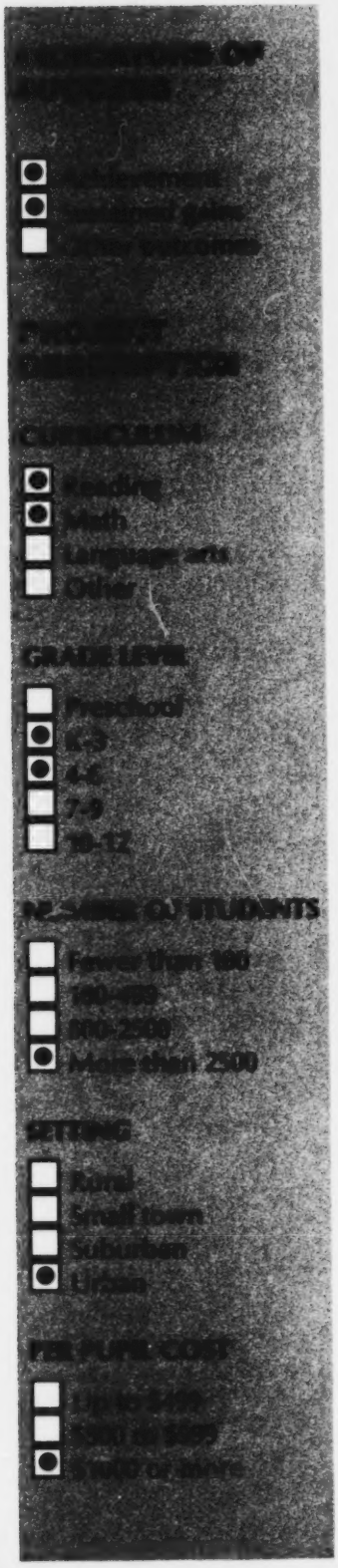

ORANGE COUNTY PUBLIC SCHOOLS
ORLANDO, FLORIDA

Elementary reading and math project features strong parent involvement component

Parent/community involvement
Professional development/training
Appropriate materials, methods, approaches

Individualized Learning for Underachievers consists of a reading program using a limited pull-out model and a tutorial math program. Students in grades 1, 2, 4, and 6 are served.

The project's Parenting Program is staffed with a full-time Parent Resource Teacher and a Parent Resource Assistant, who promote parent/community participation at the local school and district levels, disseminate information about the project, and help insure that the project meets legal requirements for parent involvement. Parent inservice activities acquaint parents with project instructional materials and methodologies. A library of materials for parent check-out is also available. Parent volunteers assist in the classroom.

Inservice activities are part of weekly in-school monitoring visits conducted by district Chapter 1 staff. In addition, monthly training activities are provided off-site, often featuring nationally prominent educators. District level staff can attend these events, plus the two annual State Compensatory Education Conferences and one national conference of their choice.

The reading program component uses the whole language approach to supplement and coordinate with the district's basal program; listening, speaking, reading, and writing are emphasized. The Directed Reading-Thinking Activity materials are frequently used. The math component features a combination of developmental, practice, drill, and application activities. A project-developed computerized system is used to correlate computer software to project mathematics skills so as to provide appropriate reinforcement activities.

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ST. LUCIE COUNTY PUBLIC SCHOOLS
FORT PIERCE, FLORIDA

Chapter 1 teachers and Chapter 1 Migrant aides team up to build migrant children's reading skills

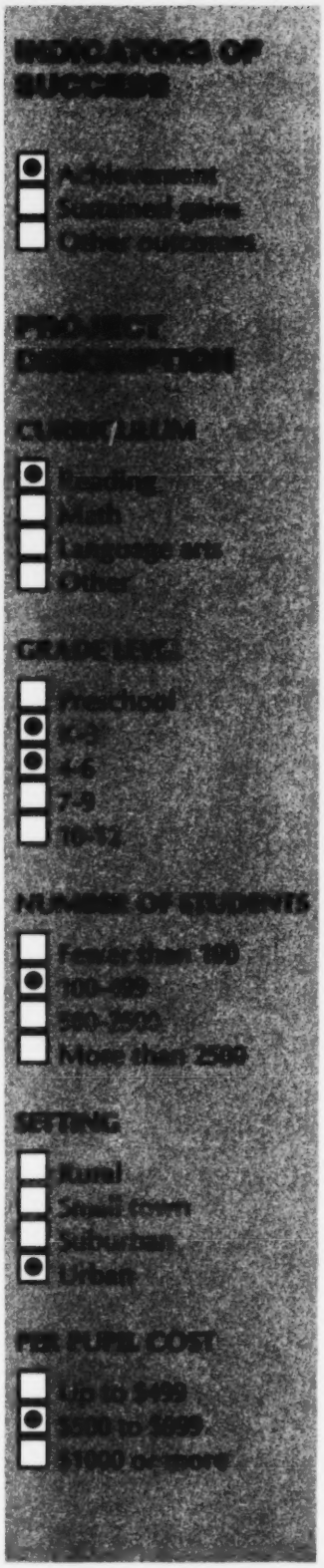
Coordination with other programs
Parent/community involvement
Closely monitored student progress

Migrant students in grades 2-6 receive supplemental reading instruction in the Chapter 1 Migrant project. In the nine schools receiving Chapter 1 Basic services, Chapter 1 teachers and Chapter 1 Migrant aides provide 45 minutes of individualized reading instruction daily in a laboratory setting. In the three non-Chapter 1 Basic schools, a Chapter 1 Migrant aide works with project students under the direction of the classroom teacher.

Consistency of project goals with countywide goals is maintained through routine meetings between Chapter 1 Migrant staff and district curriculum staff. At the school level, the classroom teachers, Chapter 1 teacher, and the Chapter 1 Migrant aide(s) work cooperatively to plan instruction. The lesson plans and/or district Individual Student Profile maintained by the classroom teacher are coordinated every two weeks with the prescriptions and the articulation form used by the Chapter 1 teachers.

Chapter 1 Basic Home/School Liaisons, Chapter 1 Migrant Identifier-Recruiters, and teachers of migrant students work with migrant parents to involve them in project meetings and conferences. Parents also serve as classroom volunteers, participate in make-it/take-it workshops, and engage in other activities which prepare them to support their children's learning.

After initial testing and placement, "progress plotters" or "keeping-track" forms are used to record students' daily progress toward skill mastery. Posttests validate skill mastery. Wall charts and check-out test booklets are also used to monitor progress, and students receive frequent verbal feedback on their performance.



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Fort Pierce, FL 33450
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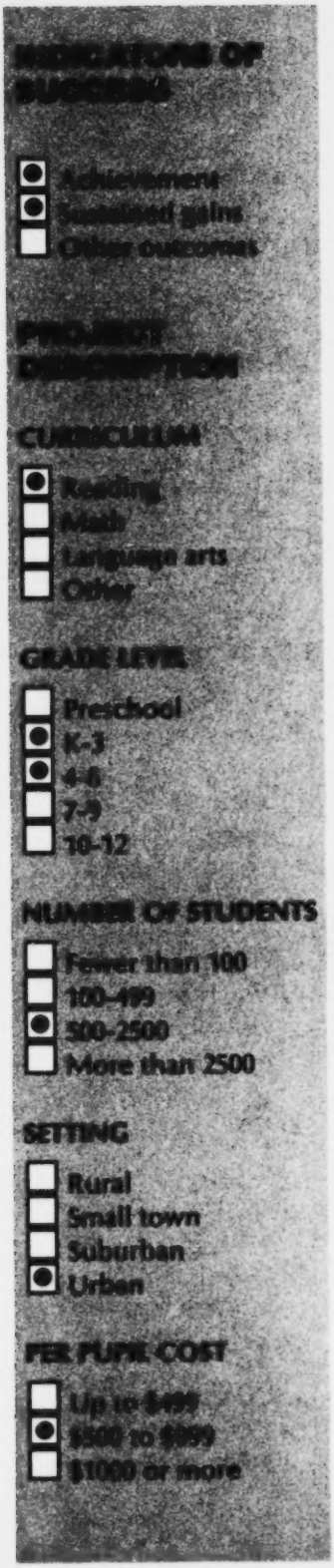

ST. LUCIE COUNTY PUBLIC SCHOOLS FORT PIERCE, FLORIDA

Elementary reading project makes use of Home/School Liaisons

Coordination with other programs
Parent/community involvement
Appropriate materials, methods, approaches

Chapter 1 teachers and aides provide 45 minutes of individualized reading instruction per day to students in grades 2-6. This is a pull-out program, which takes place in a reading laboratory setting. The student-adult ratio is 7:1.

Program coordination efforts take place at both the district level and the local school sites. The lesson plans and/or the district Individual Student Profile maintained by the classroom teacher are coordinated every two weeks with the prescriptions and the Articulation Form utilized by the Chapter 1 teachers. Frequent planning and coordination occur between the classroom teachers and Chapter 1 teacher.

Parents and other community members are actively solicited to participate in the planning, implementation, and evaluation of the project. Home/School Liaisons are active in engaging parent involvement at each project school. Parents participate in make-it/take-it workshops, assembly programs, open houses, conferences, and workshops designed to improve their skills in supporting their children's learning at home. Parents also serve as classroom volunteers.

The management systems developed for use in the reading laboratories enable students to be self-directive, have a high ratio of time on task, and receive instruction at the appropriate level. Commercial reading supplements, workbooks, kits, computers, System 80 machines, filmstrip projectors, cassettes, audio-visual equipment, and other materials are used to reinforce learning. Activities for building student self-esteem are incorporated into all reading lessons. Ad hoc grouping occurs when several students are receiving instruction on the same objective.

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MAUI SCHOOL DISTRICT
WAILUKU, HAWAII

District trains project staff to train parents to teach their children at home

Coordination with other programs
Parent/community involvement
Professional development/training

The Program for Assessment of Teaching in Chapter 1 (PATCH) serves students in grades 2-8 in reading. Children are pulled from their regular classrooms and placed in the Chapter 1 Reading Labs for periods not to exceed one-fourth of their regular instructional time.

Through the use of the Personalized Educational Plan (PEP) for each student, project staff communicate closely with the regular program staff, administration, students, and parents regarding student needs, prescriptions, and progress. In addition, Chapter 1 teachers attend all faculty meetings, serve on curriculum committees and Parent Advisory Councils (PAC), and share evaluation data with regular program staff. Project teachers use the district contact log to document interactions with the regular staff, and join with regular staff members in conducting parent-teacher conferences.

Chapter 1 parent activities are often held in conjunction with other school activities to encourage the participation of project parents in schoolwide functions. The district provides training for Chapter 1 staff to enable them to train parents to support their children's learning at home. Parents and community members also tutor project students through the Help One Student to Succeed (HOSTS) program.

Professional development activities are held in the following areas: compliance with federal, state, and project requirements; evaluation; curriculum; dissemination; and parent/community involvement. Staff also visit exemplary projects, attend conferences, and take local university courses.

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(808) 244-4275

INDICATORS OF SUCCESS

- ☐ Achievement
- ☑ Sustained gains
- ☐ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☑ Reading
- ☐ Math
- ☐ Language arts
- ☐ Other

GRADE LEVEL

- ☑ Preschool
- ☑ K-3
- ☑ 4-6
- ☑ 7-9
- ☑ 10-12

NUMBER OF STUDENTS

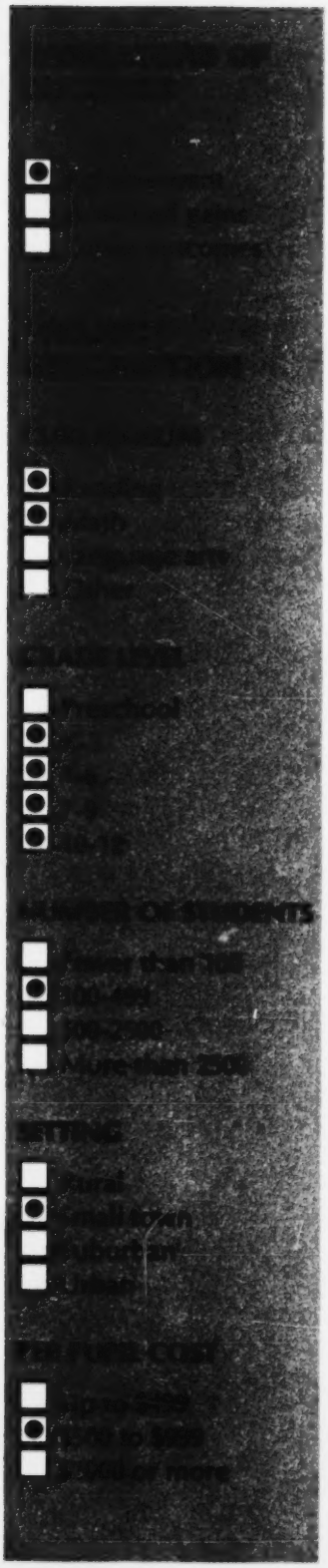
- ☐ Fewer than 100
- ☐ 100-499
- ☑ 500-2500
- ☐ More than 2500

SETTING

- ☑ Rural
- ☑ Small town
- ☑ Suburban
- ☑ Urban

PER PUPIL COST

- ☐ Up to $499
- ☑ $500 to $999
- ☐ $1000 or more



COEUR D'ALENE SCHOOL DISTRICT #271 COEUR D'ALENE, IDAHO

Computerized management system enhances instructional management and communication

Clear goals and objectives
Coordination with other programs
Appropriate materials, methods, approaches

Designed as a pull-out program, Chapter 1 Competency Diagnosis Assistance (CDA) serves students in grades 2-12. Reading and math instruction are provided in small group settings, with a 6:1 student-teacher ratio at the elementary level and a 10:1 ratio at the secondary level.

The overall goal of the program is to produce specific, measurable increases in the reading and math scores of participating students. Major features include extensive use of microcomputers, individualized instruction, coordination of goals, staff development which supports the basal programs, teaching methods based on the Science of Teaching program, teacher participation in the Teacher Expectations and Student Achievement (TESA) program, and faculty participation in the Positive Action program to foster positive attitudes.

In each building, there is an Educational Team composed of the principal, resource room teacher, Chapter 1 teacher, the communicative disorders specialist, the gifted and talented teacher, a classroom teacher, and the school psychologist. Cross-program coordination is insured through the team's efforts to place each child needing additional services in the most appropriate instructional settings.

A Customized Instructional Management System (CIMS) lists 199 program objectives. The Chapter 1 teachers use the computerized program to record skill mastery and to develop student prescriptions, teacher reports, and parent letters. The Science of Teaching methodology requires teachers to specify, for each lesson, the content to be taught, the behavior of the learner, and the behavior of the teacher.

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Coeur d'Alene School District #271
311 N. Tenth Street
Coeur d' Alene, ID 83814
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IDAHO FALLS SCHOOL DISTRICT #91
IDAHO FALLS, IDAHO

Tutors assist students in all three components of Chapter 1 program

Professional development/training
Appropriate materials, methods, approaches
Closely monitored student progress

The district operates a reading program for students in grades 2-6, a math program for students in grades 2-6 and a math program for students in grades 7-9. In each of the programs paraprofessional tutors provide one-to-one or small group instruction on a pull-out basis.

At the beginning of the school year, program tutors review Chapter 1 guidelines, the district programs, and reading and math activities. They then participate in a minimum of four additional two-hour inservice activities during the year; these are devoted to teaching strategies and materials for reading and math. New tutors spend an additional two days receiving training in the content area in which they will be working. All tutors meet annually with the director for a day-long evaluation activity. Reading and math specialists visit project schools, observe the tutors working with students, and provide help as needed.

Reading program students are tutored for 30 minutes each day. Depending on need, they may be tutored one-to-one, in a four-to-one companion reading program, or in a one-to-one cross-age student tutoring program. Elementary math students are tutored on a two-to-one basis for 30 minutes each day. In the junior high math program, a tutor and six to eight students listen to the classroom teacher's explanation of a topic or concept, then go to another room where the tutor may elaborate on the presentation or assist students with their homework.

Student progress is monitored in several ways: daily entries in tutor logs, diagnostic pre- and posttests, prescribed activities for students unfamiliar with the sight words in a given lesson, timed math tests, a classroom wall chart indicating books read or other activities completed, and other inventories and diagnostic tests.

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Idaho Falls, ID 83401
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INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

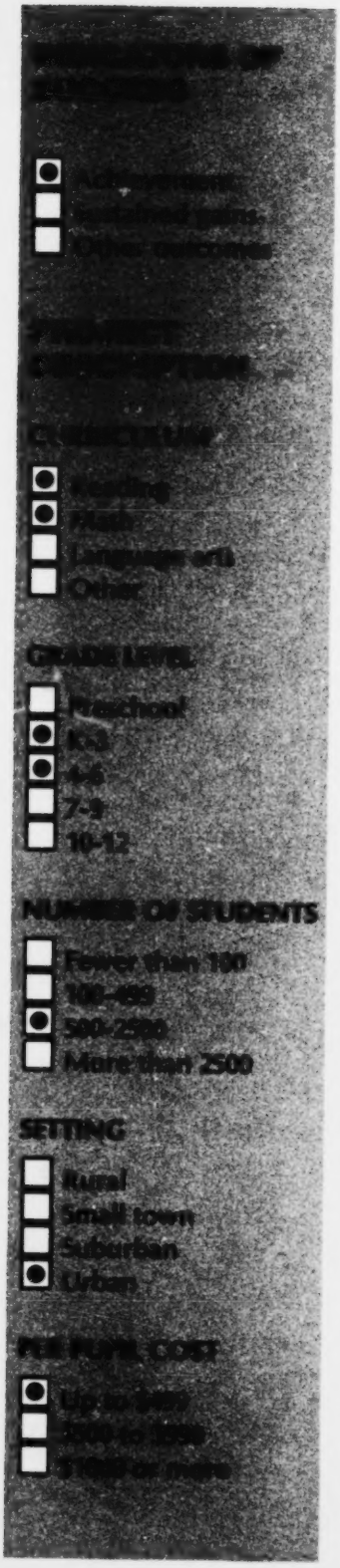
- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more



THE INDEPENDENT SCHOOL DISTRICT OF BOISE CITY BOISE, IDAHO

Adult and student tutors use structured materials with elementary students

Appropriate materials, methods, approaches
Closely monitored student progress
Evaluation used to improve project

The Structured Tutoring Program is a pull-out project with tutors who use structured reading and math materials with students in grades 1-6. Students receive an average of 20 minutes of instruction daily.

Paraprofessional adults and supervised student tutors work with students, enabling them to progress through a specified set of basic objectives in a systematic manner. The program features: (1) sequential ordering of skills and concepts to be learned, (2) objectives divided into smaller preliminary objectives to guarantee success, (3) diagnostic/prescriptive techniques, (4) opportunities to practice new learnings, (5) immediate feedback and positive reinforcement to engender feelings of success, (6) processes which allow students to chart progress and set goals, and (7) record keeping which insures accountability and quality control.

Student progress records, tutor logs, and class progress sheets facilitate monitoring. Records display objectives mastered, how much time mastery required, and objectives yet to be mastered. The more detailed tutor log provides additional data. The progress of students tutored by older students is monitored both by their tutors and the tutor manager.

A comparative evaluation of students whose tutoring was supplemented by computer drill and practice and students whose tutoring was not supplemented favored the supplemented tutoring; the computer activities were subsequently continued and expanded.

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Boise, ID 83702
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NEW PLYMOUTH SCHOOL DISTRICT #372 NEW PLYMOUTH, IDAHO

Elementary, secondary, and summer programs support learning of migrant students

Coordination with other programs
Parent/community involvement
High expectations for learning/behavior

Educationally Deprived Children-Migrant serves students in grades K-12 in all basic skill areas, plus English as a Second Language and health. An aide provides assistance to project children in the regular kindergarten class. Children in grades 1-6 receive a combination of pull-out and in-class instruction. The Jr/Sr Program offers credit to students who attend the migrant resource room daily for 55 minutes of basic skill instruction. During the summer, students attend a six-week, all-day program.

At the elementary level, classroom teachers prepare lesson plans for resource teachers, which include objectives for each basic skill area. Instruction is guided by a preplanned curriculum, with consideration for limited-English-speaking students. In the Jr/Sr Program, the resource teacher collects assignments and other progress data from students' classes and assists each student in areas of need. Regular teachers and resource teachers conduct formal and informal planning, making frequent adjustments in students' instructional plans.

The Parent Advisory Council (PAC) is active in influencing and evaluating the project. In the Home Reading program, parents listen to their children read for at least 15 minutes weekly and sign a form verifying the oral reading. In the Home Math program, students complete worksheets at home.

Project-sponsored Family Math workshops help parents to become more effective in working with their children. Project staff make use of a structured program of positive expectations using points and awards. Recognition is given for accomplishments in both the academic and behavioral-attitudinal areas. Frequent positive communications are made to parents by telephone or in writing.

Contact: Lynda M. Hall
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New Plymouth, ID 83655
(208) 278-5344

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [x] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [x] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [ ] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [x] Up to $499
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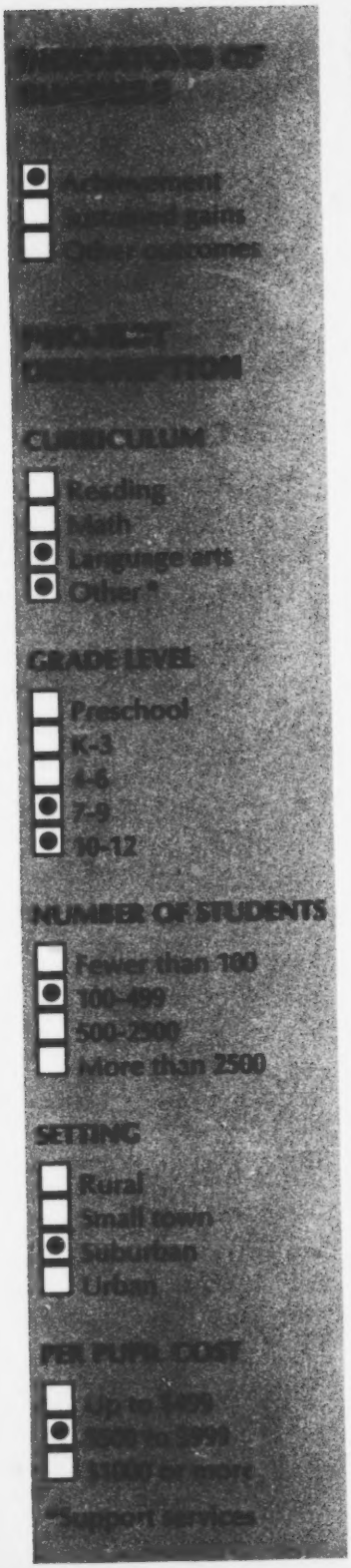

COMMUNITY HIGH SCHOOL DISTRICT #218 OAKLAWN, ILLINOIS

Secondary project offers basic skills instruction, tutoring, and support services

Parent/community involvement
Appropriate materials, methods, approaches
Regular feedback/reinforcement

Eisenhower High School's Chapter 1 program has three components. The Intensified Basic Skills (IBS) Program is an in-class replacement model which provides remedial English instruction. The Tutorial Assistance Program (TAP) provides assistance in English skills applied in the content areas in a laboratory setting. An array of support services are available to help program students and their families.

One support service, the Freshman Outreach Initiative, involves project staff making home visitations to parents of new project participants and encouraging them to support and become involved in the project. Parents discuss, evaluate, and give feedback on the program at Parent Advisory Council (PAC) meetings. Parents of students having school problems join with Student Support Team members to seek solutions.

IBS students receive instruction in classes of 12-15 students. Large group, subgroup, and individual tutoring activities are provided, utilizing a variety of materials to accommodate student learning styles. The TAP instructor utilizes materials provided by the regular classroom teacher to reinforce skills. Mastery learning approaches, specific skill classes, and microcomputer activities enhance student learning. In addition to the Freshman Outreach Initiative, other support services components are the Achievement Motivation Program, the activities of the Home/School Service Worker, the Mathematics Project, and the Summer Project in basic skills for incoming freshmen.

Teachers discuss with each student his or her diagnostic/remediation profile to help students understand their academic needs and the plans for addressing them. Regular feedback on homework and tests is provided to IBS students, and TAP students receive regular progress reports from their tutors.

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Community High School District #218
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DANVILLE COMMUNITY CONSOLIDATED S. D. #118 DANVILLE, ILLINOIS

District operates Transitional First Grade and Remedial Reading programs

Coordination with other programs
Parent/community involvement
Strong leadership

This district operates two Chapter 1 programs — a Remedial Reading program for students through grade 8 and a Transitional First Grade (T-1) program. Reading program students are pulled from their regular classes and receive half-hour lessons in groups of six or fewer, five times a week. T-1 students learn readiness, language, and vocabulary skills in self-contained classrooms of 15 students, a teacher, and an aide.

Individual student planning and goal setting are conducted jointly by Chapter 1 and regular teachers. These teachers also meet regularly to coordinate instruction and discuss student progress/needs. Chapter 1 teachers are involved in twice-weekly unit meetings with other school staff. Building principals and the district Chapter 1 director monitor the coordination of programs, a procedure facilitated by the director's position as Director of Special Programs for the district.

Three full-time parent coordinators work with Chapter 1 parents, teachers, and community members to organize and conduct orientation meetings, hold weekly parent workshops, conduct an annual evaluation workshop, produce and develop a monthly newsletter, prepare materials for parents (especially T-1 parents) to use with their children at home, facilitate family-school communications, inform parents of local resources (e.g., social service agencies) as needed, conduct surveys, and provide T-1 field trips. Parents receive training, work with their children at home, make visitations to children's classes, and participate in parent-teacher conferences.

The director is knowledgeable about reading and supervises all aspects of hiring for the Chapter 1 program, analyzing test scores, ordering materials, disseminating information, etc. Principals observe and evaluate program teachers and communicate regularly with the director.

Contact: Linda L. Meyer
Danville Community Consolidated School District #118
516 N. Jackson Street
Danville, IL 61832
(217) 431-5440

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

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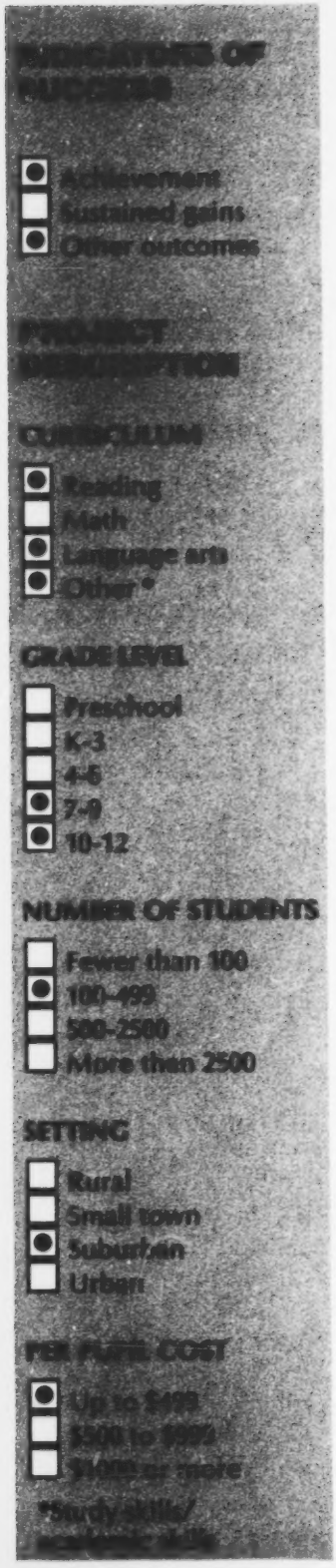

HINSDALE TOWNSHIP HIGH SCHOOL DISTRICT #86 HINSDALE, ILLINOIS

Tutorial program helps high school students develop basic skills and study skills

Clear goals and objectives
Appropriate materials, methods, approaches
High expectations for learning/behavior

Students in grades 9-12 in the two high schools in this district receive tutorial/remedial help in study skills, reading, language, and social studies. Most students participate during their study hall time, with some students receiving assistance before or after school.

Project activities support the instructional goals of the regular school curriculum. Classroom teachers are kept aware of project goals through department meetings and informal conversations with Chapter 1 staff. Parents are informed of these goals through a phone call and letter when their child is initially selected for the program, conferences with their child's tutor, and formal presentations made at parent night activities.

Chapter 1 tutors work with students on a one-to-one basis or in very small groups. Practice tests, peer assistance, positive reinforcements, and continual status review are basic features of the program. A variety of tests, texts, study guides, and computer and word processing activities are used. Study skills activities focus on the Survey, Question, Read, Recall, Review (SQ3R) approach, notetaking test preparations, textbook use, working with maps and atlases, assignment preparation, and general organizational skills.

The general approach taken in the project is to applaud student accomplishments and not dwell too heavily on failures, so that students can maintain a positive self-image. Study skill behaviors are specified, and it is made clear to students that they are to work to develop these. These expectations are also communicated to parents, who are encouraged to support students in meeting them.

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Hinsdale, IL 60521
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ILLINOIS DEPT. OF CORRECTIONS SCHOOL DISTRICT #428 SPRINGFIELD, ILLINOIS

Residential reading and math program features achievement and behavioral incentives

Appropriate materials, methods, approaches
Closely monitored student progress
Excellence recognized/rewarded

Chapter 1 students residing at the Illinois Youth Corrections Pere Marquette facility receive supplementary reading and math instruction in a laboratory setting. Class size does not exceed a teacher-student ratio of 1:6.

An Individual Educational Plan (IEP) is developed for each student and forms the basis for instruction. In the Chapter 1 lab, students work with Apple II computers, psychotechnics material, controlled readers, tachistoscopes, and other hardware. An array of commercial workbooks for math and reading are also used. Students have homework assignments to further reinforce basic skills instruction. The reading program emphasizes phonic analysis, structural analysis, word knowledge, comprehension, and reference skills. The math component includes whole numbers, fractions, decimals, percentages, and a coping skills supplement.

The teacher maintains an evaluation report for each student and determines a month-to-month gain/loss ratio. Using the IEP, the teacher also monitors the percentage of curriculum objectives completed. The teacher's evaluation procedure includes diagnostic and achievement testing, as well as the use of teacher-made tests. During facility staffings a five-member team reviews the progress and behavior of each student each month.

High school credit is given for courses completed with passing grades. Honor roll students receive certificates of recognition. Positive reports at monthly staffings enable students to earn extra privileges, such as outings off grounds. Students receive $20 a month, with funds deducted for unexcused absences from classes.

Contact: Ronald A. Kinser
Illinois Department of Corrections/School District #428
1301 Concordia Court
P. O. Box 4902
Springifled, IL 62708-4902
(217) 522-2666

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

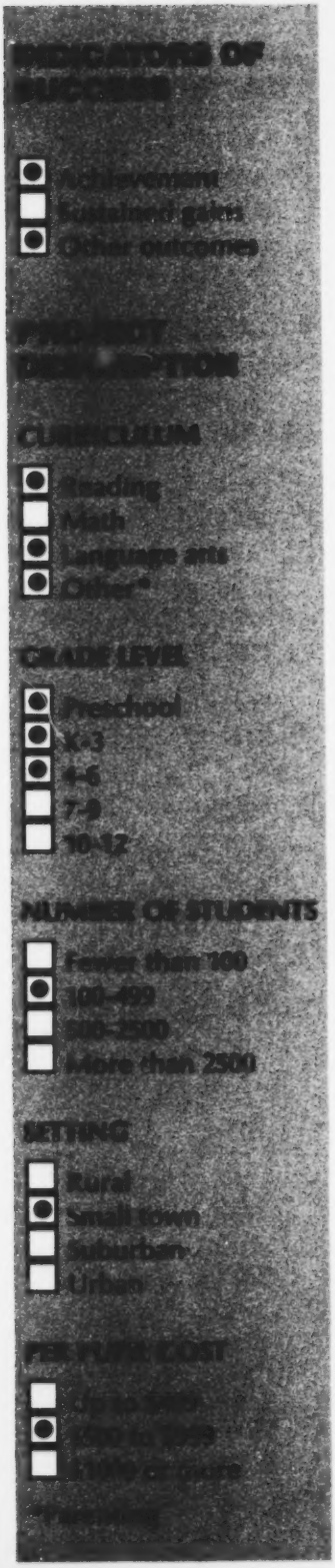
- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [ ] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more



COMMUNITY UNIT SCHOOL DISTRICT #220 BARRINGTON, ILLINOIS

Three programs serve children from birth to grade 5

Parent/community involvement
Appropriate materials, methods, approaches
Closely monitored student progress

Three Chapter 1 programs serve students in the Sunny Hill Elementary School attendance area. Project Home Base serves children from birth to age 3 and their parents through weekly 45-60 minute home visits. The Early Childhood Program is a 2-1/2 hour per day, four days per week program which provides instruction in speech and language development to four year olds. In the Chapter 1 Reading Program, students up to grade 5 attend daily 30-minute pull-out classes in groups of five to six.

Parent Advisory Council (PAC) Steering Committee meetings and the school needs assessment survey give all program parents the chance to offer their views to Chapter 1 staff. In Project Home Base, a staff member goes to the homes of families with children from birth to age 3 and teaches the parent how to do a specific project with the child/children. Parents of Early Childhood Program participants are visited at least twice annually by project staff. They are also invited to visit the classroom, accompany the children on field trips and engage in other special activities. Parents of students in the Reading Program participate in parent meetings, staffings, and conferences.

Individual developmental levels govern the selection of activities for Home Base families. Materials are either brought to the home or can be made from items readily available in most homes. In the Early Childhood Program, Peabody Kits, puzzles, blocks and other materials are used. Reading program students use commercial reading program materials, computer games, pleasure reading books and other materials.

Children's progress is monitored through the use of child and parent inventories and weekly visits in the Home Base Program, and by inventories plus pre- and posttests in the Early Childhood Program. IEPs are developed and used to monitor the progress of Reading Program students.

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Community Unit School District #220
310 East James Street
Barrington, IL 60010
(312) 381-6300

MASCOUTAH COMMUNITY UNIT SCHOOL DISTRICT #19 MASCOUTAH, ILLINOIS

Home activities reinforce in-class learning in preschool program

Parent/community involvement
Appropriate materials, methods, approaches
Maximum academic learning time

In this Chapter 1 Preschool Program, four-year-olds and their parents attend class for 1-1/2 hours per week over a period of 30 weeks. The intent of the program is to provide readiness skills to children identified as unlikely to be ready for kindergarten entry without extra help.

Parents accompany their children to class. They work intensively with the parent-instructor, who instructs them in child development, reviews with them home activities from the previous week, and prescribes activities for the upcoming week based on the children's in-class activities. Parents then conduct these activities at home with their children. Parents work with staff to determine the content of the parent lessons and evaluate the daily learning activities prescribed for their children.

Children spend their class time in large and small group activities with the preschool teacher and with high school student volunteers. Parents observe children's activities through a one-way mirror, learning how the children interact with one another and with the teacher. Discussion of home activites follows. The parents sometimes role play teaching situations to prepare themselves for working with their children in the home environment. Home activities are viewed as the most important aspect of the program. Activities are in the areas of language and concept development, visual perceptual development, self-concept and self-awareness, auditory perceptual development, motor coordination, and the world around us.

Children follow a preset schedule during their in-class time. Materials and directions for home lessons are clearly specified so as to make productive use of time. The home lessons greatly increase the amount of time spent on activities introduced in class.

Contact: Don Schmitt
Mascoutah Community Unit School District #19
720 West Harnett Street
Mascoutah, IL 62258
(618) 566-7414

INDICATORS OF SUCCESS

- ☐ Achievement
- ☐ Sustained gains
- ☒ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☐ Reading
- ☐ Math
- ☐ Language arts
- ☒ Other*

GRADE LEVEL

- ☒ Preschool
- ☐ K-3
- ☐ 4-6
- ☐ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☒ Fewer than 100
- ☐ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ☒ Small town
- ☐ Suburban
- ☐ Urban

PER PUPIL COST

- ☒ Up to $499
- ☐ $500 to $999
- ☐ $1000 or more

*School readiness

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [ ] 4-6
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- [ ] 10-12

NUMBER OF STUDENTS

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- [x] 100-499
- [ ] 500-2500
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SETTING

- [x] Rural
- [ ] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

OLYMPIA COMMUNITY UNIT SCHOOL DISTRICT #16 STANFORD, ILLINOIS

Eighth graders help first graders build reading skills

Coordination with other programs
Appropriate materials, methods, approaches
Maximum academic learning time

The Atlanta Grade School Cross-Age Tutor Program is a pull-out design in which identified first graders and their eighth grade tutors work together for 30 minutes four days a week.

Chapter 1 staff plan the program based on their knowledge of the curriculum, teaching methods, and materials used in the regular classroom. Content and skills instruction are planned collaboratively by Chapter 1 and regular teachers. *It's Nice to Have a Friend,* a booklet written by a Chapter 1 teacher, is read to students by their regular teachers to introduce the tutoring process before tutoring actually begins. Ongoing communication occurs between Chapter 1 and regular teachers, and tutors prepare bimonthly reports for regular teachers. Each tutoring session is based on material presented in that day's regular reading class.

Tutors are trained to provide immediate feedback, individualized instruction, and systematic teaching, as well as to allow children to learn through discovery and to progress at their own rates. The materials selected review and reinforce skills and sight words introduced in the student's regular reading program. Two days each week are spent on one-minute timed tests, Signs for Sounds Phonics, and oral reading practice. Two days begin with the timed test, followed by the Swain Beginning Reading program or other materials, and oral reading practice. Tutors and teachers meet for planning and evaluation on the remaining day.

The program is highly structured and closely supervised, resulting in productive use of learning time. Specific amounts of time are allocated for each subpart of the tutoring session. Sessions are scheduled so as to avoid disrupting regular classroom learning time.

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Stanford, IL 61774
(309) 379-6011

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SCHOOL DISTRICT U-46
ELGIN, ILLINOIS

Home-School Literacy Project builds reading skills of children and adults

Parent/community involvement
Appropriate materials, methods, approaches
Evaluation used to improve project

A pull-out program for grades K-6, Chapter 1 Reading makes use of the language experience approach to foster reading skills. Groups of three to six children participate in supplemental reading instruction for 30 minutes per day.

In addition to Parent Advisory Council (PAC) involvement, parents and community members serve as volunteers in the district's Home-School Literacy Project, helping Chapter 1 teachers to implement literacy activities for students and adults. Volunteers also read to children, listen to children read, talk with students to help them develop language skills, prepare games and books to be checked out, review word bank cards, and help with filing.

The whole language approach helps students develop print awareness, an understanding of the language of texts, insight into the authoring process, and schema for print structures. Teachers rely heavily on children's literature, art, and subject matter from social studies and science to reinforce print concepts and help students develop practical skills. Study skills are emphasized at the fifth and sixth grade levels, usually tied directly to students' science and social studies activities.

The application of evaluation findings to bring about project improvements occurs in several ways. Evaluation results are used to set directions for inservice activities to motivate teachers to continue doing an excellent job, to fine-tune program activities in specific buildings, and have even led to the exploration of possibilities for a Chapter 1 summer school.

Contact: Margery Sauer
School District U-46
355 E. Chicago Street
Elgin, IL 60120
(312) 888-5009

INDICATORS OF SUCCESS

- ☐ Achievement
- ◉ Sustained gains
- ◉ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ◉ Reading
- ☐ Math
- ☐ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ◉ K-3
- ◉ 4-6
- ☐ 7-9
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NUMBER OF STUDENTS

- ☐ Fewer than 100
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SETTING

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- ☐ Small town
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- ◉ Urban

PER PUPIL COST

- ☐ Up to $499
- ☐ $500 to $999
- ◉ $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTORS

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

INDIANAPOLIS PUBLIC SCHOOLS
INDIANAPOLIS, INDIANA

Teacher aide-operated first grade project stresses continuity and coordination

Clear goals and objectives
Coordination with other programs
Parent/community involvement

Instructors work with groups of one to five first graders for 30-45 minutes per day in the Early Prevention of Reading Failure project. This in-class project is implemented by teacher aides.

Project goals are: (1) to diagnose the reading weaknesses of first graders and provide instruction in areas needing improvement; (2) to help children acquire habits, attitudes, and skills to be successful in reading; and (3) to develop children's abilities in listening, oral language, and written expression. Goals are communicated to parents via a program brochure; district and building level Parent Advisory Council (PAC) meetings; a quarterly newsletter, *Parent Education News*; and a slide presentation about the project.

Instructional goals objectives, as listed in the *Early Prevention of Reading Failure Paraprofessional Notebooks,* were identified by classroom teachers to correspond with those of the district reading program and in the first grade basal textbook series. Teachers and aides meet for at least 30-40 minutes per week for review and planning, in addition to informal coordination activities. The project teachers' handbook offers guidelines for coordination of the Chapter 1 and regular programs and includes a checklist of questions to help insure that coordination is maintained.

Chapter 1 school-community aides make biweekly visits to parents, bringing them suggestions for home activities to support their children's learning. Parents are also involved in bimonthly meetings with the Chapter 1 Parent Staff Development Teacher, where they learn how to support their children's instruction.

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LAFAYETTE SCHOOL CORPORATION
LAFAYETTE, INDIANA

Extended day kindergarten broadens and reinforces school readiness skills

Clear goals and objectives
Parent/community involvement
Appropriate materials, methods, approaches

Titled KIDS (Kindergarten Intensified Development System), this extended day program involves groups of 12 or fewer children engaging in school readiness activities with one teacher and one aide. Since the children are in the same room and with the same teacher as they were during their regular morning kindergarten, continuity is maintained. The program emphasizes prereading skills.

Goal statements relate to increasing: (1) the range of instructional activities; (2) personalized instruction; (3) direct teaching of concept application and problem solving skills; (4) growth in communication, motor skills, and reading readiness; (5) exposure to concepts and activities introduced in the regular kindergarten curriculum; (6) social and emotional growth; (7) parent participation; and (8) parents' awareness of developmental stages.

Newsletters, conferences, report cards, parent meetings, survey particiption, and informal notes are avenues for parent communication and involvement. Parents are encouraged to visit the classroom and learn how they can support their children's learning at home. Parents may check out materials on child development. Interim progress reports are sent home on a regular basis.

Instructional time is used to reinforce oral communication, motor, and readiness skills. The teacher conducts program planning based on results of the screening instruments used to identify program children and observations made during regular kindergarten time. The aide assists the teacher in activities relating to concept extension and reinforcement/reteaching of skills previously taught.

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INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [ ] $500 to $999
- [x] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [x] Suburban
- [ ] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

METROPOLITAN SCHOOL DISTRICT OF WASHINGTON TOWNSHIP INDIANAPOLIS, INDIANA

Elementary math project emphasizes tactile learning

Clear goals and objectives
Appropriate materials, methods, approaches
High expectations for learning/behavior

Students in grades 2-8 receive mathematics instruction in a pull-out project designed to supplement the regular classroom math program. Teachers work with small groups of eight or fewer students.

Goals, as stated in terms of specific achievement levels and general learner outcomes, are clear and measurable. The district curriculum guide outlines the specific learner objectives related to each of the goals and performance indicators. Project goals are correlated with the districtwide math program goals.

The project is based on research indicating that bringing the tactile sense into the math learning process increases instructional effectiveness. At the early levels, young children use manipulatives and engage in free exploration. Concepts emphasized are pattern, number, counting, place value, comparing, and graphing. Multisensory learning complements paper-and-pencil work at the upper levels. Frequently used materials include *Mathematics Their Way, Mathematics: A Way of Thinking,* Addison-Wesley supplementary materials, and manipulatives and games from Creative Publications. Staff members are trained to ask questions based upon multiple cognitive levels in order to stimulate critical thinking.

Project staff, teachers, and administrators communicate expectations that students will learn and master instructional objectives. Many project and regular teachers have received the Teacher Expectation and Student Achievement (TESA) training and incorporate its concepts into their work with students. Teachers also monitor progress carefully, discuss objectives as part of every lesson, make behavioral expectations clear to students, and provide both tangible and intangible rewards.

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RICHMOND COMMUNITY SCHOOLS
RICHMOND, INDIANA

In-class kindergarten program helps students prepare for school success

Clear goals and objectives
Coordination with other programs
Appropriate materials, methods, approaches

The Early Prevention of School Failure (EPSF) program is designed to enable kindergarten children to avoid school failure by identifying their developmental levels and planning appropriate activities to promote school success. Instruction takes place in the regular classroom, with identified children going to a tutoring station when other children proceed to their learning centers or large group activities.

Specific program objectives are:(1) to screen children for modality strengths and weaknesses; (2) to give children additional experiences practicing skills in language development, fine and gross motor development, and visual and auditory perception; (3) to help children develop positive self-concepts; and (4) to involve a child's parents in his or her learning.

The goals of the kindergarten curriculum and the skill objectives of the EPSF program are integrated with the district curriculum guide, which incorporates the EPSF philosophy and remedial components. Formal planning periods involving the classroom teacher and program tutors occur weekly for 30-45 minutes, in addition to the extensive informal communication made possible by the in-class program structure.

A variety of manipulative, hands-on activities are planned for children to achieve success in each of 52 skills in the program's five modality areas. A combination of individualized and small group instruction is used. Instructional strategies are keyed to children's individual needs. By keeping identified students in the regular classroom, the program avoids the problems associated with students being labeled as different or inferior, as sometimes happens with pull-out programs.

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INDICATORS OF SUCCESS

- ☐ Achievement
- ☐ Sustained gains
- ◉ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☐ Reading
- ☐ Math
- ☐ Language arts
- ◉ Other *

GRADE LEVEL

- ☐ Preschool
- ◉ K-3
- ☐ 4-6
- ☐ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ◉ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ☐ Small town
- ◉ Suburban
- ☐ Urban

PER PUPIL COST

- ◉ Up to $499
- ☐ $500 to $999
- ☐ $1000 or more

*School readiness

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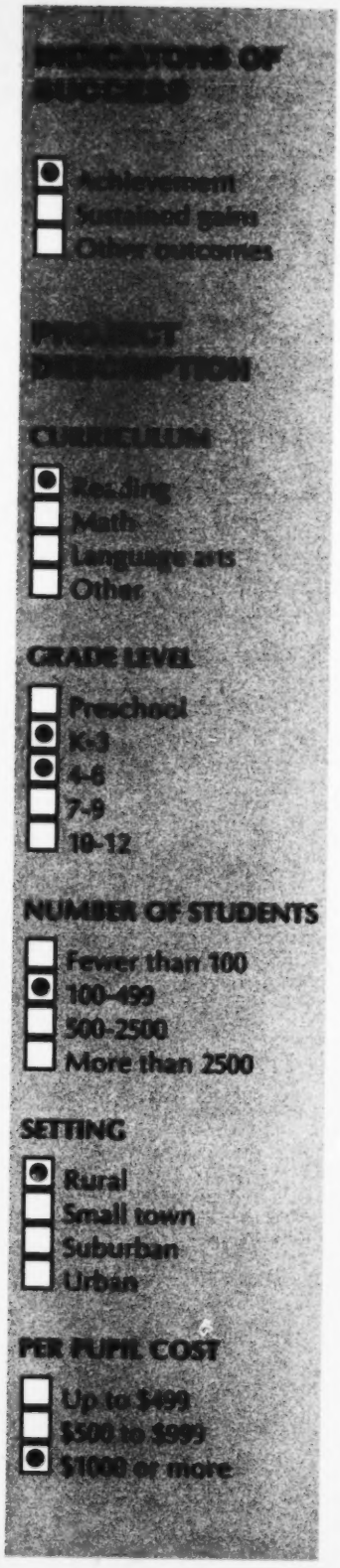
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DODGE CITY UNIFIED SCHOOL DISTRICT #443 DODGE CITY, KANSAS

Careful monitoring assures continuity in migrant students' learning

Appropriate materials, methods, approaches
Closely monitored student progress
Regular feedback/reinforcement

Elementary and secondary migrant students develop reading and language arts skills in the Dodge City Migrant Project. At the elementary level, groups of 10 students each attend a daily 40-minute pull-out class. Secondary level migrant students attend daily classes which are integrated into their schedules.

The project emphasizes skills and objectives so that when a student moves, skill development may continue at the next school. Children who leave receive a current printout of skills mastered and skills under study. Their Migrant Student Record Transfer System (MSRTS) information is also updated and is available upon request from the receiving school. Project staff are aware of migratory patterns within the state, and communication is maintained with sending and receiving districts. Within the project, students receive instruction in the project's direct teaching centers, using commercial and teacher-made materials.

The project curriculum is specifically designed to monitor students and their prescribed achievement objectives. Individual Criterion-Referenced Test (ICRT) results are used to prepare a "student summary" for each participant, which specifies student skill mastery and needs. Migrant project staff conduct daily monitoring of each students' progress. Ongoing assessment procedures correlate directly with the ICRT summary. Pre- and posttest results are shared and discussed with regular classroom teachers.

All project students receive regular and specific feedback regarding their achievement and classroom behavior. Project staff make certain that all students experience success and receive recognition. Methods include individual and group rewards, notes commenting on student progress, good behavior stickers from school principals, and notes of accomplishment sent home to parents.

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INDICATORS OF SUCCESS

- ☐ Achievement
- ☐ Sustained gains
- ◉ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ◉ Reading
- ☐ Math
- ◉ Language arts
- ◉ Other *

GRADE LEVEL

- ◉ Preschool
- ◉ K-3
- ◉ 4-6
- ◉ 7-9
- ◉ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ◉ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ◉ Small town
- ☐ Suburban
- ☐ Urban

PER PUPIL COST

- ☐ Up to $499
- ◉ $500 to $999
- ☐ $1000 or more

*Oral language

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [x] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

TOPEKA PUBLIC SCHOOLS
TOPEKA, KANSAS

Public, parochial, and institutional school students develop basic skills

Parent/community involvement
Strong leadership
Closely monitored student progress

The Topeka Public Schools Chapter 1 project offers supplementary reading, math, and language arts instruction to students in grades K-8. The project uses a pull-out design at the elementary level. Each of the three middle schools uses a different approach to scheduling and structuring Chapter 1 classes. Fifteen public schools, six parochial schools, and five institutions participate in the project.

Parents participate in Parent Advisory Council (PAC) meetings, where they receive project information and give input into project operations. Panel/audience discussions of early childhood development, make it/take it activities workshops, hands-on computer workshops, a family read-aloud promotion, a summer school informational movie, and thematic unit demonstrations are additional parent activities. Teachers send home materials for parent-child activities, along with information on children's progress.

The Chapter 1 coordinator or resource teacher visits each one of the project schools biweekly to discuss the program and the needs of specific students. The coordinator demonstrates new instructional techniques to Chapter 1 teachers and, at the institutional sites, assists in the selection of materials. The coordinator designed a set of teaching units based on folklore and fairy tales for use in the project, and involved 15 teachers in writing thematic units for teaching reading and math.

The Chapter 1 computer management system facilitates student recordkeeping, an important feature in a project with up to 60 percent turnover per year. Teachers use a variety of commercial and teacher-made tests to continually assess student progress. Frequent classroom teacher-Chapter 1 teacher communications help insure careful monitoring.

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SEAMAN UNIFIED S. D. #345
YOUTH CENTER AT TOPEKA
TOPEKA, KANSAS

Institutional project builds functional living skills in reading, writing, and math

Strong leadership
Closely monitored student progress
Regular feedback/reinforcement

The Chapter 1 project at Lawrence Gardner High School, Youth Center at Topeka (YCAT) is titled Achieving Literacy in Reading, Writing, and Mathematics Through State/Chapter 1 Teaching Partnerships. Most YCAT students are over 17 years old and plan to live independently after leaving the institution. The project is intended to enable them to read, write, and calculate well enough to function successfully in society.

The YCAT education director is also the Chapter 1 director. The director's five-year training in Clinical Supervision prepared her to bring about such innovations as redesigning the instructional model utilizing team teaching so as to increase educational services to YCAT students, and implementing a computerized monitoring system. The principal visits classrooms frequently to insure compliance with the district-mandated clinical teaching model. The Seaman Public School Superintendent and Director of Special Services keep the school board aware of and responsive to YCAT needs.

Prescriptions for individual students are delineated through written objectives in reading, writing, and math, which are based on functional living skills tests. The National Computer Systems Instructional Management System is used to set weekly objectives and document gains. The history of objectives attempted and mastered is maintained in individual student files to document readiness for re-entry into society.

Feedback to students is immediate, accurate, specific, and supportive. YCAT students are informed of their progress through personalized computer pre- and posttests which show their profiles on specific objectives.

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INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [x] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [ ] K-3
- [ ] 4-6
- [x] 7-9
- [x] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [x] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [x] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

WICHITA UNIFIED SCHOOL DISTRICT #259 WICHITA, KANSAS

Structure of math lab project follows Piaget's developmental stages

Coordination with other programs
Appropriate materials, methods, approaches
Closely monitored student progress

Working in pull-out math labs for 30 minutes twice a week, students in grades K-6 in the Elementary Mathematics Project develop basic math skills. Group size is limited to four for elementary students. Kindergarten children receive reinforcement in prenumber concepts.

Chapter 1 and regular teachers participate together in preservice and inservice activities, with grade level objectives for the district used as a guide for conducting staff development activities. Curriculum Management System printouts indicate which objectives are priorities to be reinforced in the project's math lab. Plan Sheets and Laboratory Record Sheets are used to coordinate communications between regular and Chapter 1 teachers.

Project staff favor a pull-out structure on grounds that pull-out (1) guarantees time-on-task without interruption; (2) allows the classroom teacher to direct instruction without relinquishing space; and (3) permits students to encounter "old facts" in "new" surroundings, without peer pressure. The project text, developed cooperatively by project and regular classroom teachers, is titled *M⁴ — Math, Methods, Materials, and 'Magination.* This text encompasses resources available beyond local district resources. Listed materials and instructional approaches are based on Piagetian developmental stages, and all activities emphasize success as students move toward learning abstract math concepts. The Math Instructional Paraprofessionals (MIPs) keep laboratory records which document student progress and attendance. Printouts of skills mastered are provided by the Curriculum Management System and Milliken Math Sequences program, while Classmate 88s tapes provide a listing of items attempted and the percentage of correct responses. Information gained through the monitoring process is shared with classroom teachers and parents.

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WICHITA UNIFIED SCHOOL DISTRICT #259 WICHITA, KANSAS

Students, parents, and school personnel form teams to plan reading instruction

Coordination with other programs
Appropriate materials, methods, approaches
Excellence recognized/rewarded

Students in grades K-6 in 32 public schools and five parochial schools are served by the Team Oriented Corrective Reading (TOCR) project. Students receive 30-45 minutes of instruction three to five days per week. The project uses a pull-out design.

TOCR instructional objectives are integrated with district goals. The project utilizes computer managed instruction, specifically the Curriculum Management System. Objectives are listed by grade level, with corresponding test items and prescriptions for classroom basal reading, as well as prescriptions for supplemental corrective reading. Regular and project teachers meet weekly to coordinate instruction, and specific forms are used for written communications among teachers.

The project's team approach involves an administrator, parent, student, special reading teacher (SRT), classroom teacher, and support personnel in planning and carrying out each student's instructional program. The six-step process used in the project includes: (1) identification, (2) screening, (3) diagnosis, (4) scheduling, (5) instruction, and (6) evaluation. SRTs develop long-range instructional plans for students, based on diagnosed needs and team input. Multilevel, multimedia materials are used to provide a variety of learning activities. Other special resources include audio-visual equipment, computers, reading skills materials, paraprofessionals, peer tutoring, and volunteers.

Project students are acknowledged for their accomplishments in many ways, including certificates, verbal and written praise, and public recognition within the classroom and school. Outstanding teachers may become Reading Teacher of the Year candidates, receive Good Apple Awards as determined by peers, or be asked to speak about the project to parents at school functions.

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INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [x] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [x] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [ ] Math
- [ ] Language arts
- [x] Other*

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

*School readiness

JEFFERSON COUNTY PUBLIC SCHOOLS LOUISVILLE, KENTUCKY

Kindergarten program prepares children to be successful readers

Coordination with other programs
Appropriate materials, methods, approaches
Evaluation used to improve project

Eligible state-funded students attend the Extended Day Kindergarten, a half-day program offered in addition to the regular kindergarten program. A certified kindergarten teacher, teacher aide, and maximum of 20 children comprise each class. The program focuses on reading readiness and language development.

The Santa Clara Inventory of Developmental Tasks, which is closely aligned with the district's scope and sequence, is the basis of the program management system. Students who master the initial readiness skills are placed in the Reader's Digest Piper Program, which reviews readiness skills and extends into prereading skills.

Learning centers provide both child-initiated and teacher-directed activities. Language experience is used to teach vocabulary, sequencing of ideas, and sight words. Commercial, teacher-made, and parent-made materials are used to accommodate individual student needs and learning styles. Activities provide reinforcement in the following areas: motor, visual-motor performance, visual perception, visual memory, auditory perception, auditory memory, language and conceptual development, and alphabet. A combination of large group, small group, and one-to-one instruction is used.

Program content is modified and strengthened in response to evaluation data. For example, findings revealed a need for additional thinking skills development, which led to the purchase of appropriate materials for each unit and related inservice training.

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JEFFERSON COUNTY PUBLIC SCHOOLS LOUISVILLE, KENTUCKY

Elementary math project offers choice of service delivery models

Appropriate materials, methods, approaches
Closely monitored student progress
Regular feedback/reinforcement

Math Plus is a diagnostic/prescriptive, individualized, self-paced program for students in grades 1-5. Three service delivery models are used. Model A is a pull-out design in which a teacher and assistant provide instruction to a maximum of 75 students in a lab setting. Model A-Modified is a pilot in-class design, in which teachers and assistants provide three days of in-class instruction and two days of lab instruction per week. Model B involves the teacher, without an assistant, instructing a maximum of 60 students in a lab setting.

Locally prepared Learning Activity Packages (LAPs) are the primary instructional materials used. Each LAP includes activities, materials correlated to the skill, and a pre- and posttest; and focuses on three levels of functioning on a particular skill: the enabling, on-target and in-depth levels. LAPs are sequenced to develop the concrete, pictorial and abstract learning stages identified by Piaget. The "Catching Kids Being Good" approach to classroom discipline is used.

The mastery learning approach provides for close monitoring of student progress, as do the individual folders maintained for each student. The pre- and posttests and the progress checks contained in the LAPs are also useful for monitoring progress. Pupil Profiles are used to track student progress and to develop individual instructional plans.

Students receive regular feedback via tests and retests, and posters showing progress are displayed in the program lab. Student success measures include mastery of objectives, successful completion of prescriptive activities, and tests.

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INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

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INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [ ] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

JEFFERSON COUNTY PUBLIC SCHOOLS LOUISVILLE, KENTUCKY

Middle school laboratory program focuses on thinking skills and content area reading

Coordination with other programs
Appropriate materials, methods, approaches
Closely monitored student progress

The Middle School Reading Laboratories program serves students in grades 6-8. The program focuses on teaching thinking processes, transfer of thinking and reading skills to content area reading, mastery learning, application of skills, and motivation.

Instructional materials and objectives are correlated to regular program objectives, and selections from content area texts are used to help students transfer thinking and reading skills to other areas. Inservice activities include techniques for cross-program coordination, and Chapter 1 teachers also coordinate with special district programs, such as one established to provide support for students at risk of dropping out of school.

Increasing comprehension through structured teaching of thinking skills and use of content area reading selections to provide for transfer of that learning are at the heart of the laboratory program. The program also features use of a management system to address individual needs and determine an appropriate level and pace of instruction. Small group and individual instruction, a wide range of instructional materials, and use of microcomputers are major techniques and approaches used in the program.

Student progress is monitored using a management system based on the Mastery Learning System; and a report of skills prescribed, taught, tested, and mastered is compiled, analyzed, evaluated, and summarized each grading period by the project coordinator. Regular team meetings, time-on-task observations and studies, and activities of the district Evaluation and Research Unit are also used to monitor student activities and progress.

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JEFFERSON COUNTY PUBLIC SCHOOLS LOUISVILLE, KENTUCKY

Transition from pull-out to in-class instruction is underway in Reading Plus program

Coordination with other programs
Appropriate materials, methods, approaches
Evaluation used to improve project

The Reading Plus program serves students in grades 1-5. Depending on the school, the program uses a pull-out model, an in-class model, or a combination of the two, with a transition currently in progress toward the provision of in-class instruction. Participating students receive 30-45 minutes of instruction four or five times per week.

All core materials used in the program are correlated with the regular program's continuum in reading/language arts and with the Kentucky Essential Skills Tests. Correlation guides are used by program staff and in conferences between program teachers and regular teachers. Regular and program teachers conduct observations in each other's classes and, in some project schools, the program teacher works with students in the students' regular classrooms.

The Reading Plus program is designed to integrate instruction in thinking processes, language development, and writing skills. The teacher provides direct instruction to small groups of students with similar needs. Comprehension is stressed at all levels, using techniques such as story mapping, interpretive and evaluative questioning, and creative extension activities. Aides provide small group and individual reinforcement, enrichment, and maintenance using a variety of skill-building materials.

Program evaluation results have been used to: (1) determine numbers of students to be served in different schools and via different models; (2) develop a core materials list, which resulted in a redirection of program emphasis toward critical thinking skills; and (3) change the in-class model design. Evaluation results and reviews of current research have stimulated a transition from a pull-out lab model to an in-class model.

Contact: Joseph McPherson
Jefferson County Public Schools
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Louisville, KY 40213
(502) 456-3006

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

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INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [ ] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [ ] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

ROWAN COUNTY BD. OF ED./ MOREHEAD TREATMENT CENTER MOREHEAD, KENTUCKY

Institutional program uses motivational techniques to foster success

Professional development/training
Appropriate materials, methods, approaches
Excellence recognized/rewarded

The Morehead Treatment Center is a state-operated, residential treatment facility for neglected and delinquent girls from 12 to 18 years old. Identified students participate in the Chapter 1 Reading Program, which uses a pull-out design and operates year-round. Groups of five to seven students receive individualized, diagnostic/prescriptive instruction for 225 to 275 minutes per week.

Program staff receive inservice training provided by the Rowan County Schools In-Service Committee, the Morehead Treatment Center's Training Development Specialist, and the Division of Compensatory Education. Recent workshop topics have included tests and test selection, evaluation issues, funding, "Swap Shop" for teaching techniques, tutoring programs, creative writing, motivating incarcerated students, drug issues, adolescent development, and employee stress in institutions.

Materials and techniques used in the program are coordinated with those used by the regular classroom teacher. The program for older students emphasizes completion of the GED diploma. A behavior modification approach is used which is designed to keep students on task 95 percent of the time. One motivational component is the program's Top Ten Club. Examples of the ten requirements for membership are reading five books on topics such as pregnancy, drugs, and alcoholism; doing a class presentation; and completing various lesson packets.

Student effort and achievement are acknowledged in various ways, including the sharing of student accomplishments with regular teachers and parents; providing redeemable tokens for appropriate behavior; and rewarding students with field trips, special on-campus activities, visitor privileges, and special awards.

Contact: Roy Stivers
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6th Floor West
Frankfort, KY 40621
(502) 564-6750

CADDO PARISH SCHOOL BOARD
SHREVEPORT, LOUISIANA

Prekindergarten classes use "show me, tell me, ask me" structure

Coordination with other programs
Parent/community involvement
Appropriate materials, methods, approaches

Eligible four-year-olds in the Caddo Parish School Board service area participate in the Early Childhood Education (ECE) Program. This is an all-day program, with classes comprised of 17 children, one teacher, and one full-time aide.

Teachers who work with prekindergarten, kindergarten, and first grade children meet on a monthly basis to coordinate instruction. Regular program and Chapter 1 supervisory personnel meet monthly for review and planning. The ECE coordinator also coordinates the kindergarten program, which facilitates communication. In addition, the coordinator works with the special education specialist to identify special needs students.

Parents of ECE students participate in the annual needs assessment, on the Parent Advisory Councils (PACs), and as resource persons for the program. Support is provided by the local arts council, parenting coalition, senior citizens' groups, library, police department, and fire department. Classroom volunteers assist with activities, make learning materials, and serve as "teachers" for special learning activities. Parents make instructional materials during program-sponsored workshops and then use these with their children at home.

The ECE Program features teachers with Early Childhood Education certification; a small student-adult ratio; individualized instruction; rotation among teacher-directed, aide-directed, and self-directed activity; learning centers with numerous hands-on activities; an emphasis on "real-life" learning; and a curriculum focusing on development of language and communication skills. The three-step lesson—show me, tell me, ask me—is used to help children develop and extend knowledge.

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Shreveport, LA 71130-32000
(318) 636-0210, ext. 350

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [ ] Math
- [x] Language arts
- [x] Other *

GRADE LEVEL

- [x] Preschool
- [ ] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [ ] $500 to $999
- [x] $1000 or more

*School readiness

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [ ] Math
- [x] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [ ] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

CONCORDIA PARISH SCHOOL BOARD VIDALIA, LOUISIANA

Elementary language arts program employs state-developed communication model

Appropriate materials, methods, approaches
Positive climate
Excellence recognized/rewarded

The Chapter 1 program for students in grades 1-6 is called Remedial Instructional and Supportive Activities to Enhance Learner Goals of Educationally Deprived Pupils. Reading and language arts instruction is provided in pull-out laboratory classes with a 12:1 student-teacher ratio.

The program design is a trimodal (visual, auditory, kinesthetic) total language instructional process utilizing multimedia instruction. The Chapter 1 program is based on the interrelated communication model of reading, writing, speaking, and listening developed by the Louisiana State Department of Education. The most common method of instruction is a diagnostic/prescriptive one in which the student works at his or her own pace under the supervision of the teacher. Materials and methods are periodically reviewed for effectiveness by program teachers, language arts supervisor, and the project director. Adjustments are made as needed.

Attractive, comfortable surroundings, together with the positive rapport between teachers and students, result in a stimulating and secure learning environment. The program's practices and policies foster character development, human values, and the American work ethic through program design, content, and personnel.

Students' accomplishments are acknowledged through progress reports, statements of praise, and displays of their work. In each language laboratory, formal recognition is given to the "Writer of the Month." The student who produces the best piece of writing using the program's writing process model is awarded a button and certificate, he or she is photographed with the Chapter 1 teacher, and the photos and writings are displayed on a special bulletin board at the Concordia Parish Media Center.

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Concordia Parish School Board
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Vidalia, LA 71373
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JEFFERSON PARISH PUBLIC SCHOOL SYSTEM GRENTA, LOUISIANA

Therapists operate language program for kindergarten children

Coordination with other programs
Appropriate materials, methods, approaches
Positive climate

In the Developmental Language Program, kindergarten children develop receptive and expressive cognitive language skills working with language therapists in pull-out classes. The program provides developmental activities in auditory skills (following directions, sequencing, memory, etc.), gross/fine sound identification and discrimination, self-concept, semantics, syntax, grammatics, and progmatics.

Lessons presented by the language therapists are correlated to the reading, English, and math skills continuums developed by the parish. Sequential introduction of language skills follows the parish pacing chart, when applicable. Language therapists are provided a half-day per week to plan and coordinate with regular kindergarten teachers and parents.

A variety of language skills are incorporated into the therapy lessons throughout the year. These skills include auditory and visual presentation of expressive and receptive activities, and kinesthetic/graphemic representation for manipulative activities. Language masters and tape recorders are frequently used with therapist-designed materials, such as taped language master cards, cassette tapes, activity sheets, and developmental language stories. A variety of commercial materials is also utilized.

Pride and high morale are enhanced during the therapy sessions by positively reinforcing children for their efforts and successes. Children are encouraged to show appreciation of one another's achievements. Activities to enhance children's self-esteem are built into the program. Students are rewarded for showing consideration for others and for demonstrating independence.

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INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [ ] Math
- [x] Language arts
- [x] Other *

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [x] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

*School readiness

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [ ] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

LASALLE PARISH SCHOOL BOARD
JENA, LOUISIANA

Local staff, parents, and community members develop program materials

Parent/community involvement
Appropriate materials, methods, approaches
Positive climate

Kindergarten through fourth grade children participate in the Taking a Step in Time (TASIT) reading program. Both in-class activities with regular teachers and pull-out activities with resource teachers and aides are used.

A series of six two-hour parent meetings is held annually to keep parents informed about project operations. Parents wanting more information after orientation and parent meetings may meet with the project director. At the program's two volunteer centers, parents and community members design and construct instructional games, teaching aids, and bulletin board items to be used in the classroom. Nearly 7,000 such items have been constructed over the past five years. Parents receive activity booklets and use these to reinforce classroom instruction at home with their children.

The locally developed *Basic Academic Skills in Kindergarten* series serves as the curriculum for the kindergarten program. The Teaching Innovative Phonics (TIP) component, designed by a TASIT resource teacher, is used in beginning reading instruction and utilizes visual, auditory, and tactile skills simultaneously. Resource teachers plan directly with aides for instruction, and a resource teacher works directly with each aide in her classroom at least one day per week. Classroom teachers also work with groups of identified students in the regular class setting, and these activities are supplemented in the program resource room.

The TASIT resource room is physically pleasant, well organized, structured, and flexible. Room arrangements are changed frequently to accommodate different kinds of activities. Each resource room has a defined discipline plan jointly formulated by the teacher and students. Assertive discipline makes each student responsible for his/her actions and use of class time.

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MONROE CITY SCHOOLS
MONROE, LOUISIANA

In-class tutoring project assists elementary students in reading and math

Parent/community involvement
Professional development/training
Closely monitored student progress

The Tutorial System of Enrichment uses an in-class assistance design. Under the direction of the regular classroom teacher, teacher aides tutor students in grades 1-6 in reading and mathematics in the regular classroom. The tutor-student ratio ranges from 1:1 to 1:5. Students receive 8 to 12 minutes of direct tutorial assistance each day.

A Chapter 1 advisory committee composed of parents, project supervisors, teachers, and principals meets periodically to review project activities. Parent volunteers are involved in the "Parents Are Teachers, Too" (PATT) component, in which they assist in making instructional materials for home and classroom use, as well as meet monthly to discuss project concerns. Parents conduct activities at home which reinforce their children's classroom instruction.

Prior to the beginning of each school year, all first-year Chapter 1 tutors participate in a two-day preservice training workshop to learn methods and procedures for tutoring elementary students. During the first week of school, all tutors participate in review sessions to reacquaint them with tutoring processes. Tutors have released time to participate in eight additional two-hour inservice sessions scheduled during the school year. Provisions are made for tutors to acquire additional proficiency in their areas of responsibility.

Formal monitoring involves the use of various standardized tests. Informal methods consist of teacher-made tests, teacher judgments, and daily tutor assessment of each student's acquisition of skills and concepts. Tutors are provided with test results, so they can adapt instruction to remediate identified skill and concept deficiencies.

Contact: George A. Davis
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INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

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INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [x] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [ ] $500 to $999
- [x] $1000 or more

CAMBRIDGE PUBLIC SCHOOLS
CAMBRIDGE, MASSACHUSETTS

Reading and math projects use direct instruction and "real" instructional materials

Clear goals and objectives
Strong leadership
Appropriate materials, methods, approaches

Public and parochial school students in grades 3-12 receive small group reading instruction for a minimum of 150 minutes per week on a pull-out basis. At the high school level, students attend Chapter 1 reading or mathematics classes in lieu of study hall for a minimum of three periods per week.

Overall program goals are to improve reading comprehension, math problem solving, and computation skills. Goals and objectives were determined by a district needs assessment survey, the annual tabulation of achievement test scores, and goal setting sessions with Chapter 1 teachers and aides. The Chapter 1 *Teachers' Handbook* specifies procedures to insure that goals will be met and reinforced.

Principals and Chapter 1 administrators provide strong leadership through staff evaluations, staff development activities and classroom monitoring. Chapter 1 administrators are responsible for assessing, planning and implementing staff development for the 45-member staff in both reading and math. Principals provide support for the project by attending Chapter 1 parent meetings, bringing about improvements in Chapter 1 teaching space, and arranging building schedules to benefit the project.

The project emphasizes the use of direct instruction, computer technology, and "real" materials (i.e., literary works, newspapers, math manipulatives, etc.). Assignments emphasize real-life applications of learnings. Current research findings are applied to reading and math instruction. Individual interests and the needs of students influence the instructional approaches used.

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Cambridge, MA 02141
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HAVERHILL PUBLIC SCHOOLS
HAVERHILL, MASSACHUSETTS

Early childhood program integrates CAI and "whole child" approach

Parent/community involvement
Appropriate materials, methods, approaches
Closely monitored student progress

This district's Early Childhood Component (ECC) encompasses preschool, kindergarten, transitional readiness, and first grade classes in five Chapter 1 schools and one public housing complex.

Parent volunteers have entered the Chapter 1 Intern Training Program and have assumed paid positions such as classroom assistant, home-school facilitator, and parent liaison. At the preschool level, teachers and aides conduct home visits and share with parents ways to work with their children at home. The parents of kindergarten, transition, and first-grade children are involved in the ECC program via take-home books, written communications, telephone discussions, and classroom observations.

The "whole child" approach is emphasized throughout the program. Preschoolers engage in language stimulation, multicultural-multilingual, and special education activities as needed. Activities for kindergarten, transition, and first grade children focus on developing pre- and beginning reading/math skills, logical thinking skills, creative expression and gross/fine motor skills. Computer-Assisted Instruction (CAI) is one outstanding feature of the program. Youngsters create and manipulate objects on the computer screen, program the computer to make shapes, engage in drill and practice games, and carry out other activities developed within a scope and sequence program.

Teachers monitor the progress of preschoolers using a modified version of the nationally validated Portage Skills Checklist. Each child's progress in language, math, self-help, socialization, and gross and fine motor skills are recorded. A computer-managed scope and sequence program is also used to track progress. Anecdotal records, language samples, wall charts, a recommendations card, and tests provide additional monitoring information.

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INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [ ] Math
- [ ] Language arts
- [x] Other *

GRADE LEVEL

- [x] Preschool
- [x] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [ ] $500 to $999
- [x] $1000 or more

*School readiness

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

MARION PUBLIC SCHOOLS
MARION, MASSACHUSETTS

Assistant principal, paraprofessional staff operate one-school reading and math program

Professional development/training
Strong leadership
Excellence recognized/rewarded

Project Support serves students in grades 2-6 at Sippican School. These children attend daily pull-out classes in math and/or reading, depending on need. The half-hour Chapter 1 classes are devoted to small group instruction and computer-assisted exercises. The project is administered by the assistant principal and staffed by paraprofessionals.

Chapter 1 staff members join with other school staff in monthly staff development sessions. Recent activities have included studying cognitive development and identifying teaching/learning styles of staff and learning styles of students. Emphasis has also been placed on reaching greater understanding, cooperation and coordination among staff members. Staff visit neighboring Chapter 1 programs and observe and interact with their staffs.

The district superintendent visits the program regularly, observes and offers suggestions. The principal fosters a cooperative spirit between regular teachers and Chapter 1 staff, attends Parent Advisory Council (PAC) meetings and consults with teachers about individual student needs. The assistant principal in charge of the program meets daily with Chapter 1 staff, acts as liaison between them and regular teachers, and collaborates with the principal on matters of staff evaluation, scheduling, etc.

The principal sends letters of congratulations to students who have achieved highly enough to leave the project. Chapter 1 staff utilize the expertise of the school counselor and special needs teachers to determine ways to motivate and reward students. When students meet goals, they are recognized in the Chapter 1 classroom and in their regular classrooms. Examples of kinds of recognition include special certificates, notes of congratulations, the opportunity to serve as a kindergarten helper, extra computer time, and verbal acknowledgement.

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Sippican School
16 Spring Street
Marion, MA 02738
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TAUNTON PUBLIC SCHOOLS
TAUNTON, MASSACHUSETTS

Math management system and variety of materials lead to project success

Appropriate materials, methods, approaches
Positive climate
Maximum academic learning time

This district's Chapter 1 program is called Caring Produces Results (CPR). Students in grades 1-5 are pulled from their regular classrooms for two and one-half hours per week of math instruction in the program's resource area.

The CPR program makes use of the Continental Press Mathematics Management System. This diagnostic/prescriptive System provides pretests, skill sheets to record deficits, posttests, and materials lists which complement specific objectives. A collaborative at a nearby college provides access to effective, inexpensive software to be used with the program's computers. Teachers take care to integrate visual, auditory, and tactile instructional modes through the use of filmstrips, System 80 machines, computers, tape recorders, and manipulatives.

CPR's physical and psychological climate is very positive. Student work, motivational charts and inspiring mottos are on display at learning stations. Students pursue their work in quiet, well-lit surroundings and have constant access to program staff for help. The program uses an instrument called the Student Attitude Scale to gather student opinions, concerns, and suggestions about the program and to make adjustments as appropriate.

Careful organization promotes good use of learning time in the program. Daily, individualized lesson plans are prepared from the objectives indicated by the management system. The instructional ratio of two adults to four or five students produces a tutorial atmosphere in which students receive immediate feedback on their work. Learning time extends into the home, where students and parents work together using flashcards, worksheets, drill manipulatives and other reinforcement materials.

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Taunton Public Schools
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Taunton, MA 02780
(617) 823-6963

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [x] Suburban
- [ ] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

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INDICATORS OF SUCCESS

- [ ] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

WAREHAM PUBLIC SCHOOLS
WAREHAM, MASSACHUSETTS

Diagnostic testing and student interests determine math materials and activities

Coordination with other programs
Closely monitored student progress
Regular feedback/reinforcement

Teachers provide supplemental math instruction to students in grades 1-6 in this pull-out program. A wide variety of computer activities and teacher-made and commercially prepared materials are used to reinforce skills presented.

Regular and Chapter 1 teachers meet at least every two weeks to discuss program operations and student progress, and written records of these meetings are kept. The Chapter 1 director reviews these records to determine areas for program improvement, identify areas where greater coordination is needed, and select materials. The director communicates regularly with the curriculum and instruction director, the special education director, and the building principal on program-related issues.

Results of the SRA Diagnostic Mathematics test provide the basis for remediation. Individual student charts are used to record the acquisition of basic skills. Each student has an individual work folder which contains materials and activities selected on the basis of that student's interests, as well as remedial needs. The Chapter 1 director is involved in monitoring student progress and works with program teachers on alternative plans when students are not progressing satisfactorily.

Records kept in student work folders and progress charts provide feedback to students on their progress. Verbal feedback and reinforcement is provided daily in the course of instruction. Parents are kept informed via progress reports, telephone conversations, and visits to the Chapter 1 classroom.

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West Wareham Elementary School
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West Wareham, MA 02576
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WORCESTER PUBLIC SCHOOLS
WORCESTER, MASSACHUSETTS

Kindergarten program fosters school success through intensive small group work

Clear goals and objectives
Coordination with other programs
Evaluation used to improve project

Intensive small group instruction in school readiness skills is provided to kindergarten children who might not otherwise succeed in first grade. These children are pulled from their regular kindergarten classes and instructed for 30 minutes daily.

With the prevention of school failure as its overall goal, the program specifies goals and objectives in the areas of perceptual-motor skills, language development, logical thinking, and personal and social skills. A committee, composed of regular and Chapter 1 kindergarten teachers, the Chapter 1 coordinator, a curriculum consultant, and the program's parent advisory council, determined these goals based on research in early childhood education and their own experiences with young children.

Chapter 1 and regular teachers jointly develop each student's Individual Educational Plan (IEP). This plan remains the point of reference for communications about the child's progress throughout the year. Chapter 1 teachers have periodic opportunities to observe their students in the regular classroom setting and confer with teachers. Recently, four workshops were held for Chapter 1 and regular teachers on implementation of the kindergarten curriculum and Chapter 1-regular program coordination.

An independent evaluator annually appraises the implementation and outcomes of the program, with input from Chapter 1 and regular program administrators and staff, district Chapter 1 staff, parents, and students. Program changes are made based on the recommendations in the evaluation reports. For example, a recommendation that the program selection procedure be reviewed resulted in formation of a review committee, revision of the rating scale used by teachers, and an inservice activity on screening students.

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Worcester Public Schools
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Worcester, MA 01609
(617) 799-3109

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [ ] Math
- [ ] Language arts
- [x] Other*

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [ ] $500 to $999
- [x] $1000 or more

*School readiness

75

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [x] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

ADRIAN PUBLIC SCHOOLS
ADRIAN, MICHIGAN

Reading and language arts project stresses higher-level thinking skills

Coordination with other programs
Parent/community involvement
Appropriate materials, methods, approaches

Eligible students in grades 1-5 receive a combination of pull-out and in-class instruction in reading and language arts. They spend 25-45 minutes each day in the Chapter 1 Learning Centers, and also receive regularly scheduled support from paraprofessionals in their regular classrooms.

The project reinforces the district philosophy of literacy development through individual and small group instruction. Chapter 1 teachers and regular classroom teachers coordinate instruction in formal planning meetings, informal conferences, and building staff meetings. Chapter 1, Article 3, bilingual, and migrant services are coordinated so that no student is pulled from the regular classroom more than once each day.

Parents of project students participate in Parent Advisory Council (PAC) activities, visit classrooms, receive newsletters, complete questionnaires, and attend quarterly workshops and training sessions. Call-A-Parent, a parent-developed communication network, provides a means for answering community questions about Chapter 1 and other state and federal programs. Parents also participate in a Take-Home Computer program, in which they attend a training session and then take home a computer and conduct learning activities with their children for a ten-week session.

The primary emphasis of the project is meaning/context-based language arts instruction—new words are introduced in context, and reading activities are always directed toward meaning. Reading and writing are taught as reciprocal processes concerned, respectively, with constructing and conveying meaning. Higher-level thinking skills are stressed through activities such as retelling, predicting, Directed Reading Thinking Activities (DRTA), and evaluative questioning.

Contact: Sam Ewing
State and Federal Programs
615 Springbrook Avenue
Adrian, MI 49221
(517) 263-7205

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JACKSON PUBLIC SCHOOLS
JACKSON, MICHIGAN

Primary basic skills project has strong staff development component

Coordination with other programs
Professional development/training
Appropriate materials, methods, approaches

First and second graders receive reading and math instruction on a pull-out basis in the Early Elementary Chapter 1 (EEC.1) Project. Students are homogenously grouped for instruction, with no more than six students per group.

EEC.1 staff cooperate with other school staff in the state Effective Schools Project and participate on district planning committees, and Project Instructional Specialists regularly present the purposes, processes, and outcomes of EEC.1 at building staff meetings. Instructional Specialists meet regularly with classroom teachers for discussion and planning. EEC.1 staff provide services to other staff and administrators in diagnostic testing, evaluation, acquiring resource materials, and other functions.

EEC.1 staff participate in a variety of professional development activities, including the Effective Schools Project, the Madeline Hunter Model for Effective Teaching, Teacher Expectations and Student Achievement (TESA), and Choices for Positive Living. Staff also attend workshops on compensatory education projects in neighboring counties, and participate in other district, state, and national programs, including the Governor's Blueprint for Action Committee, State Association for Testing Committee, School Linkage Committee, and District Curriculum Committee.

In addition to reinforcing basic skills, the program encourages the development of higher-level thinking skills through the use of the Reading with a Purpose Program and through asking questions calling for both convergent and divergent thinking. Instructional materials are selected based on student needs and learning styles, and these materials are used in both the regular classroom and the EEC.1 program.

Contact: Clyde A. Powell
Jackson Public Schools
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Jackson, MI 49202
(517) 789-8144

INDICATORS OF SUCCESS

- ☐ Achievement
- ☐ Sustained gains
- ◉ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ◉ Reading
- ◉ Math
- ☐ Language arts
- ☐ Other

GRADE LEVEL

- ☐ Preschool
- ◉ K-3
- ☐ 4-6
- ☐ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ◉ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ☐ Small town
- ☐ Suburban
- ◉ Urban

PER PUPIL COST

- ☐ Up to $499
- ◉ $500 to $999
- ☐ $1000 or more

77

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [ ] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [ ] $500 to $999
- [x] $1000 or more

PINCONNING AREA SCHOOLS
PINCONNING, MICHIGAN

Chapter 1 and regular teachers share management system and inservice program

Coordination with other programs
Parent/community involvement
Professional development/training

With an emphasis on directed reading activity and development of comprehension skills, this project serves students in grades 1-4, using a modified tutorial model—two students per teacher—and individualized instruction. Students participate in two 45-minute sessions per week.

Skills taught in the Chapter 1 program are taken directly from the skills continuum used in the regular classroom. Chapter 1 teachers and regular classroom teachers use a common management system and participate in the same inservice program. The director of curriculum and instruction for the regular education program is also the Chapter 1 director, which further enhances coordination. The topic of cross-program coordination is discussed at building staff meetings and means for achieving it are determined.

School and district parent councils provide opportunities for parents to provide input into the project. Parents participate in a three-point program: (1) Training (five sessions per year)—ninety percent of project parents have been trained to help their children at home. (2) Conferences and visitation—eighty-five percent of project parents have participated in both of these activities. (3) Volunteering—in Parents Assisting Learning (PALS), parents tutor students. Nearly 400 parents and community members were involved in project activities in 1984-85.

Staff members attend professional development activities in essential skills at each grade level, effective instructional practices, management systems, mastery learning, extended thinking skills, and many other areas. Paraprofessionals attend inservice sessions one-half day each month. Staff members and parents attend local, state, and national conferences.

Contact: Eunice Good
Pinconning Area Schools
210 Libby Street
Pinconning, MI 48650
(517) 879-2637

MANKATO INDEPENDENT PUBLIC SCHOOL DISTRICT #77 MANKATO, MINNESOTA

Teacher aides instruct pairs of students in reading and math

Parent/community involvement
Professional development/training
Appropriate materials, methods, approaches

One hundred forty days of reading and math instruction are provided to children in grades K-4 in the Mankato Chapter 1 project. Services are delivered by teacher aides. In-class instruction is the main format used with public school children, and the nonpublic students are transported to a public school for their classes.

Parents attend school-based parent meetings and are encouraged to join the District Advisory Council (DAC). Each year parents are invited to observe their child working with his/her aide. During February, a local business sponsors a reading incentive program which encourages reading at home. All students who complete 200 minutes of outside reading, as verified by parents, are rewarded. With help from the Chapter 1 office, parents prepare a summer packet for other project parents to use in reinforcing their children's math and reading skills over the summer. Aides also send home materials for drill and practice, and parents sign a form indicating the work has been done.

Aides receive two days of inservice training at the beginning of the year. They also meet in small groups at the Chapter 1 office throughout the year to share ideas and concerns. Opportunities are provided for the Chapter 1 staff to observe each other with children, so as to gain new ideas and techniques. In addition, they attend regional workshops and sometimes serve as presenters.

Materials complement the district basal reading and math series. Aides work with pairs of students who are matched on the basis of skill needs and compatibility. Because the program places strong emphasis on improving self-esteem, some one-to-one instruction takes place as well. Flashcards, worksheets, time-testing materials, Touch Math, charts, comprehension stories, and other materials are used to reinforce skills.

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Mankato Independent Public School District
1000 N. Broad Street
Franklin Building
Mankato, MN 56001
(507) 387-3017

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [x] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

OSSEO INDEPENDENT SCHOOL DISTRICT #279 MAPLE GROVE, MINNESOTA

Tutors work with reading and math students in pairs or one-to-one

Coordination with other programs
Parent/community involvement
Professional development/training

Tutoring in reading and math is provided to students in grades K-5 in the Osseo Schools Chapter 1 program. Tutoring takes place in the regular classroom in four of the project schools and in a resource room in the other six project schools. Children are tutored one-to-one or in pairs, and the amount of time spent in the program depends on individual need.

Classroom teachers present initial instruction, and Chapter 1 teachers or aides select appropriate reinforcement materials and provide tutoring. The lesson plan requires an evaluation/-comment by the aide on the student's level of mastery, which helps the classroom teacher to plan subsequent instruction. Chapter 1 staff serve on various school and district committees and participate in districtwide training programs. They also participate in weekly staffings with parents and other school staff to determine appropriate programming for low-achieving students.

Parents participate in School and District Advisory Councils (SAC, DAC), assisting in the planning and operation of the program. District-sponsored parent inservice activities are provided to teach parents how to support their children's learning. Parents also volunteer in classrooms, helping make instructional materials and providing other kinds of assistance. Parents receive packets of materials for use with their children over the summer.

Staff participate in monthly three-hour training sessions and specialized workshops scheduled so as not to interfere with tutoring. Teachers and aides have been trained in the Madeline Hunter model of Seven-Component Lesson Design for Effective Teaching. Staff training is conducted in the areas of math, reading, and affective concerns, such as self-esteem, drug awareness, and wellness.

Contact: Karen Bihrle
Osseo Independent School District #279
Education Service Center
11200 93rd Avenue North
Maple Grove, MN 55369
(612) 425-4131

OWATONNA INDEPENDENT SCHOOL DISTRICT #76 OWATONNA, MINNESOTA

Project staff visit parents and children at migrant camps

Parent/community involvement
Professional development/training
Positive climate

Migrant students in grades 1-12 are served by the Owatonna Migrant School Program. Reading, math, language arts, and English as a Second Language instruction are provided. The program also provides activities in career exploration, art, music, science, social studies, computer education, and physical education. Health and nutrition are incorporated into the program through nursing services and the district food service program.

Parents participate in Parent Advisory Council (PAC) activities, some become aides, and all parents receive copies of the student newspaper. The program visits each migrant camp in the area, bringing a busload of educational activities, games, and treats. Staff and parents become acquainted during these visits and discuss the children and the program. Community support is expressed through volunteers helping with vision and hearing screening, People to People program assistance to handicapped children, and support from local merchants whose business sites are visited on field trips.

The State Department of Migrant Education holds an annual workshop in which key staff review goals and priorities. Those staff members then return to the local project for three days of intensive meetings with all project staff. A staff handbook detailing goals and objectives, roles and responsibilities, services, personnel, migrant culture, first aid, and evaluation procedures is distributed and discussed the first day. The remaining two days are devoted to specific discussions of curriculum, scheduling, and the Migrant Student Records Transfer System.

Project teachers communicate enthusiasm and caring to students, and rules and expectations for behavior are given in a firm but pleasant manner. Special activity days, cultural activities, field trips, and awards foster high morale among students.

Contact: Gail A. Knudsen
256 16th Street NE
Owatonna, MN 55060
(507) 451-0128

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [x] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [x] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [x] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [ ] $500 to $999
- [x] $1000 or more

ST. PAUL PUBLIC SCHOOL DISTRICT #625 ST. PAUL, MINNESOTA

Migrant project features bilingual staff from migrant backgrounds

Coordination with other programs
Parent/community involvement
Appropriate materials, methods, approaches

Children in grades K-6 receive services from the St. Paul Chapter 1 Migrant Project. Reading and language arts, English as a Second Language, and self-concept development are emphasized. The major instructional format used is one-to-one tutoring either in the regular classroom or a resource room. The tutoring is conducted by Educational Assistants under the direction of a Teacher/Coordinator.

Programming and scheduling are determined collaboratively by classroom teachers, building principals, and Chapter 1 staff. The Teacher-Tutor Communication Form is used to insure integration of instruction; classroom teachers specify skills needed and methods and materials for reinforcement of assignments. Tutors complete student Record Forms indicating student needs, materials, and activities for the week. Teachers and tutors meet weekly.

Parents participate in Parent Advisory Council (PAC) activities and those sponsored by the District Advisory Council (DAC). Program families plan all aspects of the end-of-the-year picnic. Project staff provide transportation for parents to visit classrooms and attend meetings, workshops, and conferences. Tutors visit parents in their homes at least once a month and train them to teach their children games or skills. Tutors also orient parents and students to activity packets developed for students to use during school-year breaks, holidays, and summer vacations.

The project coordinator, clerk, and most of the Educational Assistants are from migrant backgrounds, and all staff speak Spanish and English. Their understanding of migrant lifestyle and culture increases their effectiveness with students and improves the quality of communications with parents. Materials geared to individual student needs and learning styles are used for school and home learning activities.

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St. Paul Public School District #625
360 Colborne Street
St. Paul, MN 55102
(612) 293-5168

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ABERDEEN MUNICIPAL SEPARATE SCHOOL DISTRICT ABERDEEN, MISSISSIPPI

Project uses pull-out, replacement, and tutorial classes

Parent/community involvement
Appropriate materials, methods, approaches
Evaluation used to improve project

Reading instruction is provided for students in grades 1-10, and math instruction is given to students in grades 5-8. A replacement program is used for math students. Most reading students are instructed on a pull-out basis. However, some students in grades 5-6 attend replacement classes, and some students, whose main problem is comprehension, participate in a tutorial program in grades 4-6.

Parents participate in annual assessments, attend parent meetings and conferences, and are encouraged to visit their children's classrooms. Parents monitor children's home reading activities and sign a form indicating the number of pages read. They also sign off on home math assignments. Businesses, civic clubs, and parents have given support through donations of videotapes, banking supplies, and other materials for use in Chapter 1 classes.

Class size is limited to 12 students in grades 1-9 and 14 students in grade 10. Every teacher in grades 1-7 has a full-time aide to maximize individual attention received by students. High school reading classes offer one credit toward graduation. The project has a large Resource Center, which includes instructional materials and equipment, a copy room, a small auditorium, and videotaping facilities. The project features a Reading Corner for students to browse and read, an Author of the Month display, plays presented by students, reading and math games, Newspaper in the Classroom projects, and other activities.

The tutorial program for fourth graders was instituted in response to project evaluation findings and later extended into the fifth and sixth grades, based on additional evaluation results. A change in format for the tenth grade reading program was made based on evaluation outcomes.

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Aberdeen Municipal Separate School District
P. O. Drawer 607
Aberdeen, MS 39730
(601) 369-6427

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [x] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

83

INDICATORS OF SUCCESS

- ☐ Achievement
- ☐ Sustained gains
- ◉ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ◉ Reading
- ◉ Math
- ◉ Language arts
- ☐ Other

GRADE LEVEL

- ◉ Preschool
- ◉ K-3
- ◉ 4-6
- ◉ 7-9
- ◉ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ☐ 100-499
- ◉ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ◉ Small town
- ☐ Suburban
- ☐ Urban

PER PUPIL COST

- ☐ Up to $499
- ☐ $500 to $999
- ☐ $1000 or more

MISSISSIPPI STATE DEPARTMENT OF EDUCATION JACKSON, MISSISSIPPI

National center provides materials and training for teachers of migrant children

Coordination with other programs
Professional development/training
Appropriate materials, methods, approaches

The National Migrant Materials and Resource Center in Gulfport, Mississippi was established in 1981 to provide curriculum materials and training to teachers of migrant children. The Center produces learning activities for use with migrant students, provides inservice training to migrant program staff nationwide, develops curriculum guides in response to identified needs of migrant program personnel, and disseminates curriculum guides nationwide.

Because Center-developed learning activities are coordinated with the National Migrant Skills lists, they are applicable to migrant education programs nationwide. Coordination with other educational programs is exemplified by (a) attendance at Center-sponsored workshops by regular education teachers, (b) frequent information and purchases of materials, (c) requests by regular program staff and university personnel, and (d) visits from regular program and university personnel.

Center staff have attended the State and the Stream Conferences annually since 1980. They visit resource centers in other states, and earn a minimum of 26 hours of staff development training as required by the state for continuing teacher certification. In the course of conducting inservice training for migrant program personnel around the country, project staff receive feedback, exchange and expand ideas with colleagues, and gain new and useful information.

Workshops are presented throughout the United States by Center staff. Presentations are geared to the expressed needs of participants, and considerable emphasis is placed on the use of free and inexpensive materials and the use of equipment already available to teachers. Center staff have developed over 2,700 learning activities correlated to the National Migrant Skills Lists.

Contact: Milton D. Matthews
Mississippi Department of Education
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Jackson, MS 39205
(601) 359-3498

DUNKLIN R-5 SCHOOL DISTRICT
HERCULANEUM, MISSOURI

Supportive feedback increases student engaged time and achievement

Coordination with other programs
Appropriate materials, methods, approaches
Regular feedback/reinforcement

The Remedial Language Arts, Remedial Math, and Remedial Reading Projects serve students in grades 1-8. Participants attend daily pull-out classes for 30 minutes and are instructed in groups of five to six.

Planning and coordination of instruction between regular classroom teachers and Chapter 1 teachers occurs on a regular basis through informal discussions, faculty meetings, a curriculum committee, and grade level meetings. Coordination of regular and Chapter 1 program goals involves teachers and instructional leaders and occurs through oral and written communication at meetings, site visits, and written progress reports.

Project activities are teacher selected rather than student selected. Both teacher tutoring and peer tutoring activities for students in the lower grades are highly structured so as to increase time-on-task and promote success among anxious or dependent learners. Teachers select and assign learning tasks which are well matched to regular program lesson content and appropriate for the learning level of each student. Many activities are geared toward developing higher-order cognitive skills.

Project teachers, following the research on providing feedback and reinforcement, strive to give students feedback which is timely, frequent, specific, appropriate, and positive or supportive. Though they have experimented with stickers and reward systems, project teachers have found these to be less effective than expressions of personal warmth, affection, and approval from teachers. These personal expressions tend to increase student engaged time and thus achievement.

Contact: Alberta A. Smart
Dunklin R-5 School District
P. O. Box 306
Herculaneum, MO 63048
(314) 479-5604

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [x] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [x] Suburban
- [ ] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [ ] Math
- [x] Language arts
- [x] Other *

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [ ] $500 to $999
- [x] $1000 or more

*School readiness

FAYETTE R-III SCHOOL DISTRICT
FAYETTE, MISSOURI

Project teacher observes kindergarteners in regular classes to plan instruction

Parent/community involvement
Appropriate materials, methods, approaches
Regular feedback/reinforcement

Eligible children attend the Extended Day Kindergarten for half a day, as well as participating in the regular half-day district kindergarten program. A teacher and an aide work with 10-15 students per session.

Individual parent conferences are held twice a year, and parents confer with teachers and administrators at the Spring Kindergarten Roundup. Parents attend parenting skills workshops and other workshops to support their children's learning at home. Parents, other community members, and local college students serve as volunteers. Local women's organizations provide assistance in kindergarten and early childhood screenings.

The project teacher observes in the regular classroom during the first week of school to determine the children's developmental needs and make appropriate selections of materials and methods. Materials most often used are those relating to language experience; cognitive and experimental development; Piaget's theory of cognitive development; and the coordination of reading, writing, listening, and speaking. Students are provided individual materials, lessons, and assignments.

Students receive immediate feedback and reinforcement from teachers. Reward sheets, stickers, and other reinforcers are provided and progress charts are kept for student reference. Parents receive feedback about their children's performance through quarterly grade reports, mid-term progress reports, parent-teacher conferences, letters, and phone calls.

Contact: Maureen K. Graham
Fayette R-III School District
Lucky and Herndon Streets
Fayette, MO 65248
(816) 248-3200

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LIBERTY PUBLIC SCHOOLS
LIBERTY, MISSOURI

Classroom activities, home visits, and parent support comprise early childhood programs

Parent/community involvement
Appropriate materials, methods, approaches
Positive climate

Three- and four-year-old children attend the High Scope Preschool program four days a week in classes of 12. The fifth day is devoted to home visits. In the Double Staffed Kindergarten program, a Chapter 1 teacher and a regular teacher work with classes of up to 20 students five days a week.

Parents attend four preschool meetings and participate in two district conferences each year. Through the Parent Assisted Learning (PAL) program, parents are trained to help with drill and practice in the classroom. Parents of preschool children are visited once a month by the Chapter 1 teacher, learn about their children's progress, and receive packets to use in working with their children at home. Parents of kindergarten children use Parents Are Teachers packets (PAT PACs) at home with their children and return these to the teacher with comments.

The project incorporates a whole language approach, the Cognitively Oriented Curriculum, and a locally developed instructional management system. Students are tested in the areas of hearing, vision, speech, language, and cognitive skills. The five major classroom areas are the art, block, house, group, and quiet areas. The daily routine includes planning, work, clean-up, recall, circle, and small group time. Whole language activities include twice-weekly dramatization, plays, or puppetry.

Classroom environments are orderly, enthusiastic, pleasant, and task oriented. The rooms are arranged so that things are on young children's eye level and labeled with pictures or drawings so students know where all supplies and toys belong. Tangible and intangible reinforcers are given by teachers, and all students hug one another during daily "hug time."

Contact: Connie Sanders
Liberty Public Schools
14 South Main Street
Liberty, MO 64068
(816) 781-4541

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [ ] Math
- [ ] Language arts
- [x] Other *

GRADE LEVEL

- [x] Preschool
- [x] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [x] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

*School readiness

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [x] Math
- [ ] Language arts
- [x] Other*

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [x] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [ ] $500 to $999
- [x] $1000 or more

*Basic communication/ G.E.D.

MISSOURI DIVISION OF YOUTH SERVICES JEFFERSON CITY, MISSOURI

Residential programs stress staff development and positive instructional climate

Professional development/training
Appropriate materials, methods, approaches
Positive climate

Delmina Woods and Camp Avery are residential facilities operated by the Missouri Division of Youth Services, a state agency responsible for the care, custody, and treatment of juvenile offenders, ages 12-17. Students at these facilities receive instruction in math, reading, basic communication, and GED preparation in groups of three to six.

Within the first year of employment, each new Chapter 1 staff member must complete 100 hours of agency inservice. The employee must continue to complete approximately 40 hours of agency training during subsequent years. Staff are reimbursed by the agency for the cost of university courses and professional workshops. Chapter 1 staff participate in state and regional conferences for teachers of neglected and delinquent youth.

Features identified by project staff as accounting for the success of the project include: (1) development of an interdisciplinary, individual instructional plan for each student; (2) creative control of classroom behavior and group problem solving; (3) emphasis upon success and upon the importance of acquiring a GED degree; and (4) access to a wide variety of classroom learning materials. The facility curriculum guide is used to identify materials suitable for each of the student age groups, functioning levels, and type of program (traditional or vocationally oriented).

Instructions foster a positive classroom environment by exhibiting positive attitudes toward students; spending extra time decorating, arranging, and organizing the physical surroundings; providing clear descriptions of instructional expectations for each student; and reinforcing the behavioral limits established within the program.

Contact: James M. Brannon
Division of Youth Services
P.O. Box 447
Jefferson City, MO 65102
(314) 751-2072

NORTH KANSAS CITY SCHOOL DISTRICT KANSAS CITY, MISSOURI

Reading project is based on philosophy of "I am. I can. I want to. I will."

Professional development/training
Appropriate materials, methods, approaches
High expectations for learning/behavior

The district's Chapter 1 project serves all grade levels except K, 1, 5, and 12. Students receive supplemental reading instruction on a pull-out basis.

Chapter 1 staff members receive training in Madeline Hunter's "Seven Elements of Successful Instruction" which, for purposes of project lesson design, have come to be known as "North Kansas City's Basic 7." Staff attend monthly instructional meetings, where units designed by Chapter 1 teachers are shared with others and teaching techniques are modeled for new staff. Project staff also participate in all district inservice activities, including the three-year inservice plan for improving the expressive language skills of students in the district.

The project makes use of teacher-designed, high-interest thematic unit teaching. Teacher-made activities provide practice on skills as these are presented in the regular classroom. While comprehension remains the main focus, practice activities include decoding, receptive and expressive language skills, and vocabulary acquisition and extension. Individualizing of instruction occurs as each student's specific needs are attended to within the context of small group interactive instruction.

Students are taught the project philosophy: "I am. I can. I want to. I will." They learn that their own initiative and attitude are directly related to their ability to learn. Their efforts are nurtured in a safe and supportive environment. Instructional programs include elements which will foster positive student self-concepts, motivation, and responsibility.

Contact: Joanne Beebe
North Kansas City School District
2000 N.E. 46th Street
Kansas City, MO 64116
(816) 453-5050

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [x] Suburban
- [ ] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [ ] Math
- [ ] Language arts
- [x] Other*

GRADE LEVEL

- [x] Preschool
- [ ] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [ ] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

*School readiness

WARSAW R-IX SCHOOL DISTRICT
WARSAW, MISSOURI

Home visits and weekly classes comprise preschool program

Parent/community involvement
Appropriate materials, methods, approaches
Regular feedback/reinforcement

The Early Childhood Development (ECD) Program makes use of a combination of small group instruction in the ECD classroom and one-to-one instruction in the home. Preschool children attend a three-hour class once a week in groups of four or five. Every other week, teachers conduct one-hour learning sessions with each child and his or her parents at home.

In the spring before their children would enter the program, parents of prospective ECD program children are invited to meet with program staff and parents of currently participating children to learn about the program. Parents participate in home visits and conduct lessons with their children between these visits, participate in conferences, and review checklists on various aspects of their children's development. Parents receive suggestions and materials for continuing to work with their children during the summer between ECD program participation and kindergarten.

Program staff design instructional plans for each child based on their professional experience and on results of the Kindergarten Inventory of Developmental Skills (KIDS), which is administered to all program children. Materials and techniques are intended to foster the development of language and number concepts through both the tactile and visual senses. Gross and fine motor skill development activities are included in classroom sessions.

Teachers make clear to participating children the expected outcome of each learning experience and provide rewards—smiles, stickers, stars, etc.—when these outcomes are reached. Feedback and reinforcement to children are provided frequently. The program structure facilitates frequent feedback to parents.

Contact: Robert C. Lee
North Elementary School
P. O. Box 307
Warsaw, MO 65355
(816) 438-6260

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LEWISTOWN PUBLIC SCHOOL DISTRICT #1
LEWISTOWN, MONTANA

Alternative service delivery models used for K-12 reading, math, and language arts

Clear goals and objectives
Appropriate materials, methods, approaches
Evaluation used to improve project

Five schools participate in the district's Chapter 1 reading, math, and language arts program. Students in grades K-12 are served through a variety of service delivery models.

The ultimate program goal is for each student to accomplish his or her Individual Educational Plan (IEP) objectives and to be phased back into the classroom. The program is also designed to foster self-esteem. Building administrators, Chapter 1 staff, classroom teachers, and parents worked together to identify program goals and to determine what services would be provided to which students.

One elementary school has a pull-out system with 30-minute daily reading sessions and 15-minute daily skill modules in math and language arts. Another school's program is based on an in-class support and remedial instruction model, with students being served in small groups. A third school uses an individual design, with some pull-out and some in-class activities. At the junior high level, students receive an elective credit for their daily resource room activities in reading and language arts. In math, students receive 20 percent pull-out and 80 percent in-class instruction. Secondary students receive instruction in lab settings. Regular math and English teachers spend an hour per day conducting "skill assistance periods" for students who need extra help.

Both internal and external program evaluations are conducted annually. Results from the 1984-85 evaluation were used to make several program changes. A need for additional staff was identified and budgeted for, necessary changes in 7th and 8th grade reading instruction were made, and high school math services were expanded.

Contact: James Turner
Lewistown Public School District #1
215 7th Avenue South
Lewistown, MT 59457
(406) 538-8777

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [x] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [x] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [ ] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [x] Math
- [x] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

WASHOE COUNTY SCHOOL DISTRICT
RENO, NEVADA

District office publishes books written by project students

Coordination with other programs
Appropriate materials, methods, approaches
Evaluation used to improve project

At Sun Valley Elementary School, children in grades 3-6 receive daily math and language arts instruction for 30 minutes in groups of six or less. A pull-out design is used.

Chapter 1 teachers meet with regular staff a minimum of once every three weeks concerning each student. Methods of intervention which complement regular classroom instruction are designed. Project staff adhere to those sections in the district Compliance Manual pertaining to cross-program coordination, and an ongoing district monitoring process is used to assure that coordination is occurring.

The project makes use of the language experience approach; dramatization of vocabulary; manipulative materials; self-paced, sequenced math activities which insure success; and a totally integrated approach to curriculum development. Students write and illustrate books which are published by the district office and sent home with students. Glossaries built upon vocabulary from each child's oral language are developed to aid in enhancing comprehension. The project also includes an Artist in Residence strand.

The Chapter 1 Specialist analyzes the annual evaluation and longitudinal study data to assess program components for possible improvement. Design changes are implemented as a result of conclusions drawn from available data. Results of the annual parent evaluation are used to determine the level of parent participation and to plan programs for parents for the next school year. All Chapter 1 staff and the school principals participate annually in reviewing evaluation results and adjusting program operations as indicated.

Contact: Mary C. Whitenack
Washoe County School District
Auxiliary Services Center
425 E. Ninth Street
Reno, NV 89520
(702) 826-7466

FREEHOLD BOROUGH BOARD OF EDUCATION FREEHOLD, NEW JERSEY

CAI enhances student achievement in reading and math

Appropriate materials, methods, approaches
Closely monitored student progress
Evaluation used to improve project

A combination of small group instruction and computer-assisted instruction (CAI) is provided to build the reading and math skills of students in grades K-8. Students receive at least one hour of instruction per week, usually in a pull-out setting.

The introduction of the CAI program and the development of computer labs at program schools have enhanced student achievement. The computer generates weekly student gains reports, and each student's next learning phase is programmed based on these reports. The computer is also used to generate work sheets. Students respond favorably to using the computer, and engaged time rate in the program is high. Hands-on activities, kits, and workbooks are also used. Students spend approximately half their time in the computer lab and half receiving instruction in small groups arranged according to skill needs.

Teachers monitor student progress through the use of individual student folders containing test data and parent contact notes. Computer-generated gains reports are received weekly by administrators, teachers, students, and parents. Progress is also monitored through the use of Individual Student Improvement Plans, which are updated at least four times a year.

Program improvement decisions are made based on standardized test results, parent surveys, computer program reports, and other evaluation data. Program evaluation led to the development of the CAI program in 1982. Subsequent evaluation has been conducted to determine the impact of and appropriate direction for the CAI program. A decision to acquire more computer terminals for the program was made based on parent input and on data showing that the CAI program had led to improved student achievement in both math and reading.

Contact: Steve Fazekas
Freehold Borough Board of Education
280 Park Avenue
Freehold, NJ 07728
(201) 462-0450

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

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INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [x] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [ ] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

ROSELLE PARK PUBLIC SCHOOLS
ROSELLE PARK, NEW JERSEY

Middle school students author their own books in reading/writing class

Appropriate materials, methods, approaches
High expectations for learning/behavior
Regular feedback/reinforcement

In the Not Just Writing program at Roselle Park Middle School, students in grades 6-8 receive daily integrated instruction in literature, reading, writing, and grammar. Not Just Writing is a replacement class, supplanting regular English and writing classes.

Students read a wide range of literary works of interest to young teenagers. A basic skills grammar series is used to help students strengthen their writing skills, and many types of workbooks are provided to meet individual skill needs. By reading widely and gaining an appreciation for the elements of literature, students are gradually encouraged to express their own ideas in writing. Progressing from being receptive readers to expressive writers, each student's final project is a completely illustrated, original book.

Program reading specialists communicate expectations that students will succeed, and carefully sequenced instruction insures that success occurs. The expectation that each student will write a book lets students know that teachers believe they have the ability to do so. Participants are not referred to as Chapter 1 students, and since all students take English, the program is viewed as just another English class, and there is no stigma attached to being a part of it.

Teachers give students graded tests, homework papers, class assignments and report cards to keep them informed of their progress and needs. Students are expected to correct their work, and regular student-teacher conferences provide the setting for giving students feedback and reinforcement. Teachers keep parents abreast of student progress through letters, test result information, report cards, and regular parent-teacher conferences.

Contact: June I. Coultas
Roselle Park Public Schools
J. P. Woods Building
320 Locust Street
Roselle Park, NJ 07204
(201) 245-1197

TOWNSHIP OF OCEAN SCHOOL DISTRICT OAKHURST, NEW JERSEY

K-12 reading and math project features participation in teachers' exchange program

Clear goals and objectives
Coordination with other programs
Professional development/training

In the Basic Skills Improvement Program, 500 students in grades K-12 receive mathematics and reading instruction annually. Elementary students participate in a pull-out program, intermediate students go to reading and math labs, and high school students attend reading lab sessions and a series of math classes.

Program goals and objectives include producing specific, measurable achievement gains; enabling high school students to meet graduation requirements; providing individualized educational plans for each student; improving student motivation and self-confidence; and establishing meaningful links between basic skills and life skills.

The program coordinator is a district administrator, and opportunities for communication and planning with other administrators and with staff are plentiful. Teacher-to-Teacher contact forms are utilized to specify needs and plans for program students, and team meetings are held to discuss students who are having difficulty. All staff participate in the annual needs assessment, during which Basic Skills students are identified and planning for them is begun.

Inservice activities are planned collaboratively, based on program evaluations and observations made in program classrooms. Recent activities have included districtwide workshops, a district conference, program staff participation at state inservice events, and meetings of the Basic Skills faculty. A special inservice opportunity has been the Basic Skills Exchange Program, wherein Chapter 1 teachers from 19 districts visit one another's programs, learn, and share ideas, and then share their experiences with others at their home schools.

Contact: Susan S. LeGlise
Township of Ocean School District
163 Monmouth Road
Oakhurst, NJ 07755
(201) 531-5620

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [x] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [x] Suburban
- [ ] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

95

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

SANTA FE PUBLIC SCHOOLS
SANTA FE, NEW MEXICO

Whole language approach and student interests form basis of elementary reading program

Parent/community involvement
Professional development/training
Appropriate materials, methods, approaches

In Santa Fe's Chapter 1 program, students in grades 1-4 participate in 30-45 minutes of reading instruction at least four times a week, and students in grades 5 and 6 receive 30-45 minutes of instruction at least twice a week. Students are instructed in groups of seven.

Parents are involved in school and district advisory committee activities, receive newsletters, respond to questionnaires, attend open houses, and visit classrooms. They are given materials by program teachers and are also taught how to make and use materials to instruct their children at home. Parents are involved in program needs assessments and evaluations. They are invited to attend the program's Education Fair, to share Thanksgiving and Easter luncheons, and to participate in other school activities.

Chapter 1 staff join with other teachers in weekly staff development activities made possible by the district's Thursday early dismissal. They attend International Reading Association and other professional society conventions and conferences. The program maintains a professional library, and materials are disseminated to staff members. Staff attend inservice workshops on topics such as time on task, time management skills, using computers with Chapter 1 students, and using art to teach reading.

The whole language approach is used so that comprehension remains the focus of activities, and phonics and vocabulary are taught in context. An Interest Assessment is administered, and results are used to help select materials for each student. Discussions, questioning games, riddles, and giving oral context clues are frequently used activities. Grouping is flexible in the program, and tracking is avoided.

Contact: Grace J. Gutierrez
Santa Fe Public Schools
610 Alta Vista
Santa Fe, NM 87501
(505) 982-1986

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UNIVERSITY OF NEW MEXICO CHILDREN'S HOSPITAL ALBUQUERQUE, NEW MEXICO

Emotionally disturbed, hospitalized children engage in visual and performing arts

Coordination with other programs
Positive climate
Closely monitored student progress

Children's Hospital/Mimbres School is housed at the University of New Mexico Children's Psychiatric Hospital, a facility serving children with a primary diagnosis of emotional disturbance. Since students have been found to be deficient in language proficiency, they participate in the Language Enrichment Through the Arts Program (LEAP). LEAP is an in-class integrated curriculum organized into instructional modules in areas such as drama, slide-making, puppetry, cardboard carpentry, creative writing, photography, and video.

The LEAP coordinator participates with other school staff members in regular monthly curriculum meetings, and communicates regularly with other staff through other formal and informal means. The LEAP coordinator and the teachers team teach and select appropriate modules as a collaborative process. The LEAP coordinator meets regularly with the school's curriculum coordinator and with clinical staff and childcare workers to insure coordination of the program with overall school operations.

The cognitive learning theories of Piaget and Bruner and the behavioral learning theories of Skinner form the basis of the school's learning climate. The program is part of the total treatment approach at the hospital, which focuses on providing an environment that fosters positive self-esteem, appropriate interpersonal relationships with peers and adults, and moral development within accepted cultural patterns.

Anecdotal notes, rating scales, and checklists are used for daily monitoring of student behavior. Ability to stay on task, quantity and quality of task completion, and attitude toward self and others are also monitored. Teachers monitor students' behavior in language, art, and social skills as part of each LEAP activity.

Contact: Virginia A. Cavalluzzo
University of New Mexico Children's Psychiatric Hospital/
Mimbres School
1001 Yale Blvd., N.E.
Albuquerque, NM 87131
(505) 843-2878

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INDICATORS OF SUCCESS

- ☐ Achievement
- ☐ Sustained gains
- ◉ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ◉ Reading
- ☐ Math
- ◉ Language arts
- ◉ Other *

GRADE LEVEL

- ☐ Preschool
- ◉ K-3
- ◉ 4-6
- ◉ 7-9
- ◉ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ◉ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ☐ Small town
- ☐ Suburban
- ◉ Urban

PER PUPIL COST

- ☐ Up to $499
- ◉ $500 to $999
- ☐ $1000 or more

*Visual, performing, and fine arts

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [x] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

BINGHAMTON CITY SCHOOL DISTRICT BINGHAMTON, NEW YORK

Project includes improving regular teachers' skills in remediation/reinforcement

Coordination with other programs
Professional development/training
Strong leadership

The entire 1-12 grade range is served in the Binghamton Chapter 1 project. Students receive supplemental reading and math instruction on a pull-out basis in remedial laboratories featuring an array of electronic and paper learning kits, games, and books.

Both formal and informal meetings between regular and project teachers occur frequently. Written records of these meetings are filed in the folders of students whose programs were discussed, and record cards with meeting dates are completed. Regular teachers sometimes secure supplementary materials from project teachers and use these with project students in the regular classroom. Regular teachers also receive booklets of suggestion on remediation and reinforcement.

One afternoon per month is set aside for inservice in:(1) reading and math instructional strategies and materials, (2) Chapter 1 guidelines, and (3) learning theory. All project staff participate in these activities. Many project staff have been trained in the Elements of Effective Teaching and all teachers, project and regular, will eventually receive this training. In addition, many project teachers have been trained in Clinical Supervision.

All principals, the reading and math curriculum directors, and the director of remedial programs participate in major project activities. All central office administrators visit project classrooms regularly. The project director observes lessons, counsels teachers in instructional improvement, discusses the program with students, and conducts evaluations. Opportunities are provided in project and building staff meetings for staff to voice concerns, issues, and problems.

Contact: Nathan Bell
Binghamton City School District
98 Oak Street
Binghamton, NY 13905
(607) 773-4736

BUFFALO PUBLIC SCHOOLS
BUFFALO, NEW YORK

Prekindergarten program builds readiness skills and addresses developmental delays

Parent/community involvement
Appropriate materials, methods, approaches
Closely monitored student progress

Prekindergarten children attend Project Early Push sessions for two and one-half to three hours daily. A teacher, an aide, and usually a parent volunteer work with classes of 18 children. Reading and math readiness activities are emphasized.

Parents of project children are asked to participate in classroom activities at least once a month, and they are invited to attend class field trips. Parents are actively involved in planning their children's educational program and receive written progress reports at least three times a year. The project health aide makes home visits when health-related or attendance problems need to be discussed with parents.

The project has incorporated the Early Prevention of School Failure (EPSF) Program into its curriculum, so as to screen for, diagnose, and ameliorate any developmental delays noted. Children participate in small and large group instruction during the daily work-play period, and they select activities in the project interest centers: blocks, housekeeping, manipulative play, art, listening, library, science, water and sand, visual literacy, and parent corner.

A management system is used to monitor EPSF lessons in the language, auditory, visual, and fine and gross motor skills areas. The teacher notes the introduction and mastery dates for each skill level in each area. The Early Push checklist is also used to note skill mastery. Teachers involve parents in monitoring their children's progress through classroom observations.

Contact: Camille Tower
Buffalo Public Schools
Room 419, City Hall
Buffalo, NY 14202
(716) 842-3693

INDICATORS OF SUCCESS

- ☐ Achievement
- ☐ Sustained gains
- ◉ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ◉ Reading
- ◉ Math
- ◉ Language arts
- ◉ Other *

GRADE LEVEL

- ◉ Preschool
- ☐ K-3
- ☐ 4-6
- ☐ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ◉ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ☐ Small town
- ☐ Suburban
- ◉ Urban

PER PUPIL COST

- ☐ Up to $499
- ☐ $500 to $999
- ◉ $1000 or more

*School readiness

99

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [ ] Language arts
- [x] Other *

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

*Bilingual education

NEW YORK CITY BOARD OF EDUCATION BROOKLYN, NEW YORK

Elementary project provides bilingual reading and math instruction

Coordination with other programs
Professional development/training
Evaluation used to improve project

Bilingual Pupil Services provides Spanish-English and Chinese-English supportive bilingual instruction in reading and mathematics to students in grades 1-6. Bilingual paraprofessionals instruct children mildly deficient in reading in groups of eight or less, and those severely deficient in reading are instructed in groups of no more than four.

Teachers, paraprofessionals, and field instructional specialists meet frequently to coordinate instruction, and teachers and paraprofessionals plan daily instruction cooperatively. Field specialist visits assure that paraprofessionals are supervised by a teacher at all times and that their lesson plans are up-to-date and tailored to student needs. Planning conferences insure coordination of program services with services being provided through Tax Levy, Title VII, PSEN, Title IV and other programs.

The program's four field instructional specialists conduct a series of weekly, full-day sessions for new paraprofessionals and monthly, districtwide workshops for all paraprofessionals. Follow-up visits are made by the program's pedagogical staff to gather input and recommendations.

Evaluation efforts have led to changes in the project, such as providing more computer training for staff, providing more workshops for teachers and paraprofessionals to attend together, presenting after-school remediation activities, submitting the project for Joint Dissemination Review Panel analysis, and holding more Parent Advisory Council (PAC) meetings at school sites rather than at the central office.

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New York City Board of Education
131 Livingston Street, Room 512
Brooklyn, NY 11201
(718) 935-3913

WATERFORD-HALFMOON UNION FREE SCHOOL DISTRICT WATERFORD, NEW YORK

Primary project stresses reading high-quality children's literature

Coordination with other programs
Appropriate materials, methods, approaches
Closely monitored student progress

In this reading project, the Chapter 1 teacher meets with groups of four or five children for 30 minutes four times a week. First through third graders are served via a pull-out design.

Classroom teachers, the reading teacher, parents, the principal, the school screening committee, and the Chapter 1 coordinator and teacher are all involved in diagnosing student needs and making placement decisions. Instructional planning is carried out cooperatively between the Chapter 1 and classroom teacher, and project sessions are carefully scheduled so as not to interfere with basic skills instruction in the regular classroom.

A teacher or aide always works directly with children during computer-assisted instruction, asking questions and stimulating the development of thinking skills. Silent reading of high-quality children's literature is stressed, and a large collection of books is kept in the project classroom and added to continuously. Each year the project constructs a "reading caterpillar" (one circle/link for each book read), which winds around the room and down the hall to the library. The stories children have written are also made available for others to read.

Annual norm-referenced and diagnostic tests are used to determine appropriate instruction. Throughout the year, students are assessed weekly or biweekly using teacher-devised strategies, such as running records, check of oral miscue count, and assessing the degree to which a student self-corrects and monitors his/her reading.

Contact: Walter Sawyer
Waterford-Halfmoon Union Free School District
125 Middletown Road
Waterford, NY 12188
(518) 237-0800

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

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INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

ALAMANCE COUNTY SCHOOLS
GRAHAM, NORTH CAROLINA

Excellence in Reading program features recognition of student accomplishments

Coordination with other programs
Excellence recognized/rewarded
Evaluation used to improve project

A pull-out program for students in grades 2-8, Excellence in Reading provides intensive, closely monitored instruction. Groups of five to eight students received 55 minutes of instruction in the program reading room each day.

Reading content and skill building activities are closely aligned with those of the regular program. Weekly Chapter 1-regular classroom teacher conferences are used to re-evaluate student needs and to plan accordingly. Chapter 1 teachers meet and plan with special education and migrant education staff. Coordinators of districtwide programs conduct cooperative planning.

Students are recognized for their academic and behavioral accomplishments in many ways, including the "Student of the Month" bulletin board, the "Most Improved Reader" award, displays of student work, congratulations from teachers and principals, "Happy grams" to parents, and parent-sponsored parties acknowledging timely work completion. Local merchants provide food treats, event tickets, and other prizes to students for their Chapter 1 accomplishments.

In addition to evaluations of student achievement, other aspects of the program which have been evaluated include parent, principal, and teacher attitudes and records of Chapter 1-regular teacher conferences. One evaluation revealed that students did not demonstrate the ability to gather, interpret, and communicate information effectively. Accordingly, staff development activities for teaching study skills, and the implementation of a structured study skills program, have resulted and have brought about needed improvements.

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Graham, NC 27253
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ASHE COUNTY BOARD OF EDUCATION JEFFERSON, NORTH CAROLINA

Students build reading skills in Computer Assisted Diagnostic Prescriptive Program

Professional development/training
Appropriate materials, methods, approaches
Closely monitored student progress

The Computer Assisted Diagnostic Prescriptive Program (CADPP) is a pull-out reading program. Daily instruction lasting from 20 to 50 minutes is provided to students in grades 2-9.

The district's staff development activities take place during the regular workday, with released time provided when necessary. Some 20 days are provided for staff development activities each year. Examples of topic areas are Chapter 1 program orientation and reviews; student assessment and prescriptions; review/sharing of new materials and ideas; teacher effectiveness; classroom organization; microcomputer training; and writing, reading, and math instruction.

Key program elements include: (1) diagnostic/evaluative criterion-referenced tests; (2) personalized education plans; (3) use of computer software for program management and record keeping; (4) computer prescriptions for student use in skill building; and (5) learning centers (teaching, audio-visual, games, free reading/recreational, and drill/practice). Materials include the Phonovisual Phonics Program, BFA Comprehension and Vocabulary Kits, SRA Comprehension and Word Recognition Kits, and the Barnell Loft Specific Skills series.

Formal and informal monitoring of student progress occurs daily. Teachers check daily work and note progress and needs. They administer, score, and analyze results of skills tests, word recognition lists, and other appropriate instruments. Individual student reading plans are updated on a regular basis. Chapter 1 teachers also monitor regular classroom progress to assure the appropriateness of CADPP activities.

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Ashe County Board of Education
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Jefferson, NC 28640
(919) 246-7128

 103

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [ ] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [ ] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

CASWELL COUNTY SCHOOLS
YANCEYVILLE, NORTH CAROLINA

Developmental reading program builds skills in laboratory setting

Coordination with other programs
Professional development/training
Appropriate materials, methods, approaches

Using a pull-out format, this developmental reading program serves students in grades 2-8. Participants receive 50-55 minutes of instruction in groups of 10-15 in a reading laboratory.

The program makes use of supplementary basal materials which complement those used in regular classrooms. Formal conferences involving classroom teachers and reading lab (Chapter 1) teachers are scheduled every four weeks and at the end of every nine-week grading period. Chapter 1 teachers are required to document these conferences and report to the Chapter 1 supervisor as to their frequency and effectiveness. Instruction is coordinated through the development and use of each students' Personalized Education Plan.

Local staff development activities attended by Chapter 1 staff include workshops on topics such as the writing process and reading comprehension, computer literacy in the classroom, using System 80 materials, innovative ways to increase reading comprehension, and classroom management. They also attend state and regional symposia, conferences, workshops, and a summer institute.

In grades 2-3, students are provided reinforcement and enrichment activities through drill and practice, educational games, and teacher-student interactions. System 80, Brigance, Dolch Reading Series and Rand McNally materials are used. In grades 4-8, skill development is extended through the use of books, magazines, audio-visual materials and microcomputers. System 80, Reading Attainment System, the Havaland Series, the Rainbow Spectra System, and the Rand McNally basal series are used. An adult learning approach taken with eighth graders; Avista materials are used.

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Caswell County Schools
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Yanceyville, NC 27379
(919) 694-4117

MADISON COUNTY SCHOOLS
MARSHALL, NORTH CAROLINA

BETTER program uses three-step process to build reading skills

Coordination with other programs
Strong leadership
Appropriate materials, methods, approaches

BETTER—Bringing Effective Teaching To Educationally-disadvantaged Readers—is a diagnostic/prescriptive program for grades 4-8. Groups of six to eight students receive 30-40 minutes of pull-out instruction each day in the Chapter 1 reading center.

Chapter 1 and regular teachers use the same state-designated reading skills continuum to guide instruction. Regular teachers identify instructional content and student comprehension weaknesses for Chapter 1 teachers to incorporate into their lessons. Regular and Chapter 1 teachers jointly develop each student's educational assessment, a written product which is endorsed by the principal and forms the basis for instruction throughout the year.

The assistant district superintendent is also the Chapter 1 project director. He has been instrumental in the computerization of project management. The project director visits each of the project schools at least once a month, holds Chapter 1 staff meetings at least four times per year, and conducts one-to-one conferences with teachers as needed.

Chapter 1 staff have developed a management handbook which lists the instructional material for remediation in three steps:introduction of the skills to the student, reinforcement or practice of the skills, and practice in using the skills in context and integrating them with other reading skills. The project uses the following methods: identify student reading level, identify student learning style, select appropriate materials, develop lesson plans, keep students aware of progress, maintain high expectations, assess student interests, and select materials to enhance student's motivation.

Contact: Owen W. Fish
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(704) 649-3611

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [ ] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [ ] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

NEW HANOVER COUNTY PUBLIC SCHOOLS WILMINGTON, NORTH CAROLINA

Vigorous community support fosters success of elementary reading program

Parent/community involvement
Positive climate
Maximum academic learning time

Students in grades 2-6 are served by the Improving Reading Skills (IRS) program. Small groups of three to eight students come to the reading lab for 30 minutes of individualized instruction each day.

Regular Parent Advisory Council (PAC) meetings and conferences offer opportunities for parents to provide program input. Parents are involved in the program by serving as tutors, keeping records, scheduling conferences, and preparing materials for Chapter 1 teachers. Parents instruct students in the classroom and receive instructional materials and training to work with their children at home. Local merchants have provided prizes to Chapter 1 students for their accomplishments, and the public library has provided space and special activities for Chapter 1 functions. Approximately 20 members of a local sorority have served as tutors, and community members have made presentations to Chapter 1 students.

Chapter 1 classes are warm and inviting, while remaining structured and disciplined. Project staff say this positive climate is fostered through staff training, appropriate materials, high supervisory expectations, qualified and caring staff members, an attractive setting, clear expectations and successful experiences in operating the program.

Small class size and individualized instruction facilitate productive use of learning time. The program structure also maximizes academic learning time by making sure that students understand where they are to be each day and what they are to accomplish. There is very little "wait time" before or between activities. Upon returning to their regular classes, students are asked about that day's IRS activities, giving students an opportunity to summarize and reinforce what they have learned. Teachers provide parents with word lists and independent activities to assist their children at home.

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New Hanover County Public Schools
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Wilmington, NC 28402
(919) 763-5431, Ext. 47

SAMPSON COUNTY SCHOOLS
CLINTON, NORTH CAROLINA

School year and summer components help migrant children develop basic skills

Parent/community involvement
Professional development/training
Excellence recognized and rewarded

Project SMILE — Serving Migrants by Increasing Learning Experiences —has two components. During the regular school year, students in grades K-8 are pulled from their regular classrooms in groups of 8 to 10 and provided 45 minutes of daily reading and/or math instruction. The summer program provides groups of 15 to 20 students with a six-week, full-day schedule of remedial and enrichment activities in communication and math.

Parent volunteers assist on field trips, prepare special materials and reinforce instructional activities. In the Parents Assisting Youth (PAY) component, a take-home packet containing paperbacks, math manipulatives, writing booklets, and games is prepared for each family. Parents receive training in the use of these materials. Special emphasis is placed on functional reading and math skills and how the migrant child can build these skills during travel experiences. Local businesses offer food treats, prizes, tours, and other incentives to migrant students.

Program teachers engage in staff development sessions monthly, with other sessions scheduled as needed. Recent topics include diagnostic/prescriptive procedures, use of bilingual materials, effective program management, computer-assisted instruction, coordinating regular and migrant programs, and engaging parent and community support.

Project SMILE seeks to build student self-esteem through recognizing student accomplishments. Methods include the "Student of the Week" bulletin board; displays of student work; "Share Fair," in which students invite friends to the reading lab; and "News and Views," in which students share program accomplishments in their regular classes. The Student Talent and Awards Recognition (STAR) program provides printed certificates in recognition of student achievement and behavior.

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Clinton, NC 28328
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INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [x] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [ ] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

BISMARCK PUBLIC SCHOOLS
BISMARCK, NORTH DAKOTA

Community-sponsored activities provide books and motivation for reading

Coordination with other programs
Parent/community involvement
Appropriate materials, methods, approaches

First through sixth graders in the Bismarck Public Schools Special Reading Program attend daily pull-out classes. Depending on need, students spend from 25-50 minutes per day in the Chapter 1 classroom.

The program's diagnostic/prescriptive management system is designed to parallel and complement the objectives of the regular district reading program. Regular oral and written communications between Chapter 1 and classroom teachers help to insure integration of instruction. Chapter 1 teachers participate in all building level staff meetings and in monthly "child study team" meetings to discuss individual students. The district has a clearly defined policy regarding referral to and placement in the program.

Parents participate in an orientation session when their children first enter the program and keep in touch through Parent Advisory Council (PAC) membership. The importance of being involved in their children's reading program is communicated to parents through parent-teacher conferences, through the International Reading Association slide tape, "Reading Begins at Home"; and through the *Read-Aloud Handbook*. In the "Earn-a-Book" component, children read books at home, parents verify with their signature that the reading has been done, and children earn paperback books for their efforts. Parents and community members have organized potlucks and "Fun Nights," both involving prizes and exchanges of used books.

Components of the program management system include a student profile sheet, prescription sheet, class summary, a series of "check ins" and "check outs" to monitor student progress, a teacher resource kit, and a means to cross-reference all of the resources and materials according to skills.

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Bismarck Public Schools
400 Avenue East
East Bismarck, ND 58501
(701) 221-3761

WISHEK PUBLIC SCHOOL DISTRICT #19 WISHEK, NORTH DAKOTA

Adult and high school tutors help elementary students build reading skills

Appropriate materials, methods, approaches
Maximum academic learning time
Regular feedback/reinforcement

A teacher and ten volunteer tutors staff the Help One Student to Succeed (HOSTS) program at Wishek Public School. Students in grades 2-7 spend 20 minutes per day working with a high school student or adult tutor on reading skills in the Chapter 1 classroom.

The procedure followed is for students to practice a skill, test the skill, and then rework the skill if necessary. Workbook materials are selected for each student based on his or her identified skill needs. Students also read orally to put into practice the skills they are learning. Teaching procedures enable the tutors to discover the abilities of each student and to allow the student to advance at his or her individual learning rate.

Upon entering the classroom, the tutor or student picks up the instructional materials to be used and proceeds to his/her desks to start work. Students are on task approximately 95 percent of the time. To further increase learning time, students are encouraged to read at home with a parent or older sibling listening and asking questions about the story. Parents are also encouraged by both the regular and Chapter 1 teachers to work with their children at home.

The one-to-one tutoring structure is an ideal setting for providing feedback and reinforcement to students. Daily work and skill tests are corrected immediately after the student has finished the work. Any errors are discussed with the student and corrected. The Chapter 1 and regular teachers confer daily about student progress, and parents receive feedback at regularly scheduled conferences.

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Wishek, ND 58495
(701) 452-2892

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [ ] $500 to $999
- [x] $1000 or more

109

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

CHILLICOTHE CITY SCHOOLS
CHILLICOTHE, OHIO

Project seeks parent commitment for at-home reinforcement activities

Parent/community involvement
Maximum academic learning time
Excellence recognized/rewarded

The Remedial Reading Program serves children in grades 1-3. Thirty minutes of instruction is provided daily in pull-out classes. Individual student folders contain vocabulary lessons, reading paragraphs, phonic workbooks, and comprehension skill packs. Children also use various machine aids and receive one-to-one instruction from the teacher.

Parents participate in make it/take it workshops and provide program input via parent surveys and needs assessments. The program seeks parents' commitment to provide at-home help to reinforce their children's instruction. A parent handbook developed by the staff, a game booklet, and workshops detailing ways to help children at home provide techniques and suggestions for parent use. Parent volunteers work with students whose parents are not assuming the at-home reinforcement tasks. Parents have participated in a "Browse-In," visiting their children in class, and have checked out materials from the Reading Game Lending Library and a story-cassette library.

Upon entering the classroom, children pursue activities as specified in their individual folders. The teacher works with individual children, while the rest of the group works independently using educational machines. At-home activities further extend learning time.

Trips to the toy box or the chance to take home a game from the Reading Game Lending Library are awarded for consistent completion of homework. "Happy Grams" are sent home denoting excellent work. Students select stickers or awards upon completion of books. Treats from local restaurants and schoolwide recognition ceremonies are additional ways that student effort and achievement are recognized.

Contact: Jean Kerney
Chillicothe City Schools
455 Yoctangee Parkway
Chillicothe, OH 45601
(614) 775-4250

ELYRIA CITY SCHOOL DISTRICT
ELYRIA, OHIO

Ongoing diagnosis and assessment strengthen primary reading project

Coordination with other programs
Appropriate materials, methods, approaches
Maximum academic learning time

Supplemental reading instruction is provided to students in grades K-3, with students in grade 4 receiving services in schools where space is available. Groups of four to six students receive 30 minutes of individualized and small group instruction daily in pull-out classes.

Chapter 1 teachers make use of both the district reading program scope and sequence chart and some of the components of the district management system in order to integrate instruction. Keysort cards listing specific skills, vocabulary lists, and language masters are used to reinforce regular program instruction. Frequent verbal and written communication between Chapter 1 and regular teachers further helps to insure program coordination.

An Individualized Instructional Plan is prepared for each student and updated throughout the year. Continuous diagnosis is conducted through classroom observations, review of student work, frequent regular teacher-Chapter 1 teacher consultations, and ongoing diagnostic testing by the locally funded Reading Resource Teacher. Tape recorders, overhead projectors, phonographs, language masters, supplemental books, games, and other learning materials are available in project classrooms; and other equipment and materials are available in the Reading Resource Room at the central district office. Ongoing diagnosis and assessment result in student regrouping based on individual skill needs, as appropriate.

A recent needs assessment resulted in increased instructional time for the Chapter 1 project. The project structure calls for instruction to begin by the third student school day and continue to the last school day. Learning stations are used by some teachers for individualization. Vocabulary word lists and other learning materials are given to students for home study and parental use.

Contact: Wilbur P. Bogner or Joan Chopchinski
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Elyria, OH 44035
(216) 324-7500

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

HAMILTON CITY SCHOOLS
HAMILTON, OHIO

Clearly articulated goals and careful coordination set direction for elementary reading program

Clear goals and objectives
Coordination with other programs
Evaluation used to improve project

Daily remedial reading instruction lasting from 30 to 45 minutes is provided to students in grades 1-6 on a pull-out basis. Kindergarten children participate in the extended day kindergarten program.

Goal statements support student learning through: (1) diagnosis and treatment of reading problems; (2) provision of assistance in phonics; (3) developing comprehension skills; (4) strengthening school readiness for kindergarten children; (5) fostering self-discipline; (6) using a variety of multilevel materials; (7) fostering positive attitudes; (8) fostering in each student a positive self-image as a reader; (9) utilizing research and developing experimental programs, as needed; (10) problem solving with classroom teachers; and (11) involving parents in supporting their children's reading program.

The district uses the Economy reading program, and most Chapter 1 teachers use the Economy Keytest program, a lower track correlated with the Economy instructional skills. Regular classroom teachers fill out weekly "coordination sheets," specifying the basal story being covered, the skills being stressed, and providing diagnostic comments about project children. Project teachers participate on textbook selection committees and in district inservice sessions.

The most recent project evaluation determined that substitute teachers were needed when Chapter 1 teachers were absent, and substitutes are now made available. Suggestions received during the annual parent evaluation have been used to determine content for parent meetings; for example, a make it/take it workshop, testing, using the library, and summer reading programs.

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Hamilton City School District
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Hamilton, OH 45012
(513) 868-2000

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BROKEN ARROW PUBLIC SCHOOLS
BROKEN ARROW, OKLAHOMA

Strong staff development component and motivational programs strengthen elementary project

Professional development/training
Appropriate materials, methods, approaches
Positive climate

A pull-out design is used to provide reading instruction to Basic Skills project children in grades 1-3 and math instruction to children in grades 3-5.

Chapter 1 staff participate in State Department of Education-sponsored conferences in the areas of math, reading, computer-assisted instruction, teaching techniques, evaluation, and others. A Chapter 1 math teacher attends Touch Math workshops and then shares learnings with other math teachers. Staff also attend annual state, regional, and local reading and math council meetings, as well as local and state workshops on computer-assisted and computer-directed instruction. Local staff development presentations and summer math and reading institutes further expand staff skills and knowledge.

Good communication, teamwork, and a rigorous staff selection process are major factors in the project's success. The project also makes use of a locally developed Facts-Master Project; Tutorial Vans, a program which brings volunteer tutors to project schools on a rotating basis; and a Math Incentive Program and Reading Incentive Program, which use games and rewards to motivate students. Teacher-directed lessons in small groups form the core of both the math and reading programs. Instructional planning is conducted for each six-student group.

At the beginning of the school year, Chapter 1 teachers go into each classroom and read a story or lead a math game. At the same time, they introduce the Chapter 1 project to the students. Project classes are characterized by high student motivation and active participation. Motivational activities are conducted to foster pride and high morale.

Contact: Edward Whitworth or Judy West
Broken Arrow Public Schools
Administrative Center
601 South Main Street
Broken Arrow, OK 74012
(918) 251-8541

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [x] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [ ] Math
- [ ] Language arts
- [x] Other*

GRADE LEVEL

- [x] Preschool
- [ ] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [ ] $500 to $999
- [x] $1000 or more

*School readiness

TULSA PUBLIC SCHOOLS
TULSA, OKLAHOMA

Prekindergarten program uses interest centers to foster independence and success

Strong leadership
Appropriate materials, methods, approaches
Positive climate

The Early Childhood Development Center (ECDC) serves prekindergarten children in the Tulsa district. Children attend the program for five hours per day, five days per week, from September to May. Classes are composed of 20 children, a teacher, and a paraprofessional aide.

The program director conducts annual staff training to insure quality classroom instruction and implementation of the program's instructional philosophy. The director pays daily visits to program classrooms to monitor instruction. The director oversees coordination of classroom activity and planning on a weekly basis, and keeps all staff apprised of program events through daily bulletins. The director works closely with evaluators to identify areas for program improvement. In addition, the director frequently speaks to community, professional, and university groups about the project.

An "interest center" instructional model is used in the ECDC program. This includes coding of materials and population cards within each interest center, small group activities within the centers, and individual attention as needed. Continual orientation and reinforcement encourage children to move among the interest centers, working independently and in small groups. The program uses prescriptive teaching methods utilizing multilevel materials. One-to-one instruction is conducted along with learning center activities and large group, teacher-directed instruction.

The instructional environment is organized so that children can select activities related to colors, words, and numbers. The center is geared to make sense to small children and is designed to allow students to feel secure, be challenged, work independently, and experience success.

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P. O. Box 470208
Tulsa, OK 74147-0208
(918) 745-6251

ASHLAND PUBLIC SCHOOLS
ASHLAND, OREGON

Total language arts approach features reading, writing, and sharing for K-5 students

Coordination with other programs
Appropriate materials, methods, approaches
Maximum academic learning time

The Elementary Reading Improvement Program is a total language arts program serving children in grades K-5. It operates primarily on a pull-out basis, with students working in a program resource room for 35-45 minutes four or five days a week. Aides provide some instruction in the regular classroom as well.

Chapter 1 and regular teachers work together to identify kindergarten and first grade children at risk of school failure and to conduct appropriate planning and instruction for them. Program reading specialists meet weekly or biweekly with regular teachers to coordinate content and skill instruction. Chapter 1 teachers participate in weekly multidisciplinary team meetings, and reading specialists also meet weekly with the principal and the Educational Resource Center teacher.

A multisensory approach is emphasized at the primary level. Reversing Reading Failure and Slingerland program procedures are used, with a focus on phonics instruction. In the program's total language arts approach, students read, write about what they read, and share what they write. Teachers read to students, student groups read with the teacher, and students write and design their own books. Parents and volunteers listen to students read and provide helpful feedback, as do older program students who tutor younger children.

Activities are well planned and materials and equipment are set up daily to make good use of time. Student groups are kept small, program structure is consistent, and children have self-monitoring responsibilities—all of which promote productive use of time. Incentives, rewards, and special "fun" projects encourage good use of learning time.

Contact: William E. Moore
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Ashland, OR 97520
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INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [x] Language arts
- [x] Other *

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

*Sensory motor development

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [ ] K-3
- [ ] 4-6
- [x] 7-9
- [x] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

McLOUGHLIN UNION HIGH SCHOOL DISTRICT #3 MILTON-FREEWATER, OREGON

High school students build reading skills in etymology program

Coordination with other programs
Appropriate materials, methods, approaches
High expectations for learning/behavior

At McLoughlin Union High School, students in grades 9-12 attend daily, 60-minute reading classes in the Chapter 1 classroom and receive an elective credit toward graduation.

Chapter 1 students are taught reading and study skills in the content areas that make up their regular course of study. Including Chapter 1 staff on the school's Multiple Disciplinarian Team helps to insure appropriate coordination and planning for each student. Chapter 1 staff are involved in schoolwide inservice programs, departmental meetings and committee work.

The reading specialist instructs in the technical aspects of reading, while the aide and volunteers work with students in small groups or on a one-to-one basis. The main feature of the project is the in-depth study of etymology—prefixes, suffixes, and root words. The yearlong program, EAR (Etymological Analytical Reading, or as it has come to be called, Elementary through Adult Reading), helps students to read by analyzing unknown words. EAR activities make use of the visual, auditory, and kinesthetic learning modalities. The depth and challenge of EAR subject matter hold the interest of older students and remove the stigma of being in a "remedial" class.

Program staff communicate to students that they can and will learn the material presented. Expectations that students will be well organized and well behaved are also made clear to them. Learning incentives are provided through the use of materials which are structured and paced for success, visually appealing, and not insulting to the intelligence of high school students. Students compete only with themselves.

Contact: Jon Crutchfield
McLoughlin Union High School
120 South Main Street
Milton-Freewater, OR 98762
(503) 938-5591

BRADFORD AREA SCHOOL DISTRICT
BRADFORD, PENNSYLVANIA

Staff pursue coordination and professional development at open inservice sessions

Coordination with other programs
Professional development/training
Appropriate materials, methods, approaches

Students in grades 1-8 participate in 20-45 minute pull-out sessions in groups of two to six. Depending on the severity of the reading disability, students may attend Chapter 1 classes three, four, or five times per week.

Data from a wide variety of sources are used in preparing educational prescriptions for project students. Integration also occurs during inservice sessions for project staff—sessions which are open to parents, administrators, teachers, school board members, and volunteers. Classroom teachers and project reading specialists meet at least once a week. The project director meets regularly with the superintendent, curriculum director, building principals, special program teachers, psychologist, and nonpublic school principal and staff members.

Monthly project staff meetings are devoted to viewing videotapes, hearing guest speakers, and receiving instruction in such areas as diagnosis, learning styles, using innovative materials, children's drama, oral reading uses, and using computers. Each staff member serves on a team which studies and reports on some aspect of the teaching of reading. Staff attend state, regional, and national conferences.

Materials and strategies are selected based on testing results, observation, and teacher recommendations. Particular care is taken to maintain reading instruction within each student's instructional level. A diagnostic/prescriptive approach is used to specify instruction for each student, who is then instructed in ways compatible with his or her dominant learning style, while also receiving instruction to strengthen his or her weaker learning modalities.

Contact: Mary G. Swarts
Second Ward School
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Bradford, PA 16701
(814) 362-6412

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [x] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

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INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

JERSEY SHORE AREA SCHOOL DISTRICT
JERSEY SHORE, PENNSYLVANIA

Reading specialists use research-based methods with elementary students

Professional development/training
Appropriate materials, methods, approaches
Maximum academic learning time

Reading specialists in this project conduct 30-minute supplemental lessons four days a week with students in grades 1-8. Students are instructed in groups of one to seven.

Professional development activities for project staff include such topics as microcomputer applications, the direct instruction model, diagnosis and prescription, sharing materials and methods, teacher/student expectations, individualization, mastery learning, continuous progress education, and teacher effectiveness research. Additional activities focus on topics identified in the state-mandated Long Range Plan, and staff also participate in countywide inservice activities.

The program embodies the continuous progress philosophy and utilizes mastery learning of skills through a diagnostic/prescriptive educational approach. The direct instruction model is the primary teaching strategy used. Computer-assisted instruction is used to further individualize the learning process. Methods and materials used are supported by research, and input from classroom teachers, principals, psychologists, and other staff members is considered in the selection of materials and methodology.

Teachers seek to maximize learning time through carefully implemented grouping strategies, providing instruction at appropriate levels of difficulty, conducting small group and individualized instruction, having materials prepared in advance, asking many questions to reinforce learning and assess performance, encouraging students to work as rapidly and accurately as possible, using routine procedures, utilizing choral and class-signal responses, using positive reinforcement, and reducing noninstructional time. In addition, parents work with their children at home to reinforce instruction.

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Jersey Shore Area School District
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Jersey Shore, PA 17740
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KEYSTONE OAKS SCHOOL DISTRICT PITTSBURGH, PENNSYLVANIA

Reading program features home reading, newspaper study, and extensive community support

Parent/community involvement
Professional development/training
Appropriate materials, methods, approaches

This program serves students in grades 2-10 in reading. Students in grades 2-8 attend 40-45 minute pull-out sessions three times per week. Ninth and tenth graders attend English with an Emphasis on Reading classes, which are team taught by Chapter 1 and regular classroom teachers. Classes meet for 46 minutes five times per week.

Parents participate in Parent Coordinating Council activities, receive a project newsletter, attend an annual open house, participate in conferences, observe classes, and receive telephone and written communications from project staff. Parents also receive a booklet of motivational activities to help them become involved in their children's learning, and they make use of "take home packets" of learning materials and games. Community support is provided through various merchant-sponsored activities in which local businesses provide prizes to encourage students to read. The Pizza Hut Book It program is an example.

Staff receive training in many areas, including the motivation and lesson design components of the Madeline Hunter model, using computers in the classroom, new materials and approaches for remedial reading, testing and reporting, research on reading disabilities, and many others. Staff also participate in district and state conferences and workshops.

The project uses a comprehensive diagnostic testing program from which educational prescriptions are developed for each student. A wide variety of materials and methods is used. Two unique features of the project are the home reading program, In Celebration of Reading, in which students receive award certificates and prizes from community groups for books read; and the extensive study of the newspaper through the Newspaper in the Classroom program.

Contact: Francis A. Alder
Keystone Oaks School District
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Pittsburgh, PA 15216
(412) 571-6008

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [x] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [x] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

119

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [ ] $500 to $999
- [x] $1000 or more

JOHNSTON SCHOOL DEPARTMENT
JOHNSTON, RHODE ISLAND

Elementary reading and math project is carefully coordinated with regular curriculum

Coordination with other programs
Professional development/training
Appropriate materials, methods, approaches

S.T.A.R. (Supporting Team Approach to Reading and Math) serves children in grades 1-6 on a pull-out basis. In the reading program, primary level children receive 35 minutes of instruction twice a week from the Chapter 1 teacher, plus two 25-minute sessions with a teacher aide. Intermediate level children are instructed for two 60-minute sessions weekly. In the math program, students receive two 30-minute instructional sessions per week.

Coordination is achieved through the use of pacing sheets which indicate the activities project children are currently pursuing in their reading groups, prescription sheets listing all the skills each student should master during the year, and evaluation sheets listing each participant's strengths and weaknesses. Regular classroom teachers make suggestions about appropriate times to pull students out for Chapter 1 instruction and about which students work together well so as to help the Chapter 1 teacher with grouping.

Chapter 1 and other staff participate in inservice activities on such topics as using trade books, concept development in reading, reading and learning disabilities, use of standardized testing information, and many others. Staff development activities also include participation in coordination activities during weekly common planning time, training in the project management system, summer curriculum development workshops, and a variety of other local, state, and national activities.

The materials and strategies used in the program are selected based on children's needs and interests, teacher referrals, current test data, and previous school records. Computer-assisted instruction is used by reading and math teachers where appropriate. Teacher aides reinforce instruction under the direction of the Chapter 1 teacher.

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Ferri Middle School
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Johnston, RI 02919
(401) 231-6335

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LEXINGTON COUNTY SCHOOL DISTRICT #2 WEST COLUMBIA, SOUTH CAROLINA

Paraprofessionals tutor primary children in regular classes

Coordination with other programs
Appropriate materials, methods, approaches
Positive climate

In the Foundational Reading program, children in grades 1-3 receive help from paraprofessional tutors in their regular classrooms. Each child receives a minimum of 30 minutes of tutoring per day, with more time provided for children with severe deficiencies.

The regular curriculum and Chapter 1 project share the same instructional goals. Project tutors reinforce the regular teacher's instruction through drill and practice. Coordination is also facilitated by having Chapter 1 students receive instruction in their regular classrooms. Project tutors are an integral part of the school faculty and participate in the same meetings and inservice activities as other faculty members.

Each tutor has a learning center station in a corner of the classroom. In this area, the tutor is able to guide students' initial practice with a skill to insure correct learning. The classroom teacher, often with assistance from the tutor, determines the methods and materials to be used with project students. The *Houghton Mifflin Reading Program Tutorial* is frequently used, along with a wide variety of readers, kits, and games. Audio-visual equipment and computers are also used for drill and practice.

Project developers state that the careful selection of highly qualified personnel is probably the most critical element in establishing a positive learning climate and bringing about project success. Tutors foster the development of the values of fairness, working together, and helping one another. Project schools seek to enhance schoolwide climate through such activities as Student of the Week recognition programs and the annual Tutor Appreciation Week.

Contact: Carol Boudreaux
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West Columbia, SC 29169
(803) 796-4708

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INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [x] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [ ] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [ ] $500 to $999
- [x] $1000 or more

GROTON SCHOOL DISTRICT 6-3
GROTON, SOUTH DAKOTA

Elementary project aims at 80 percent mastery in reading and math

Clear goals and objectives
Professional development/training
Appropriate materials, methods, approaches

The Remedial Reading and Mathematics project at Groton Elementary School serves children in grades 2-6. A combination of pull-out and in-class instruction is used.

The project is designed to enable underachieving students in reading and math to achieve at least 80 percent mastery in these areas. The project also aims to build students' confidence and self-image by helping them experience success. Project goals and objectives are communicated to all interested persons through letters and meetings. Project developers assert that their "highest priority is helping students succeed and outgrow their need for Chapter 1."

A statewide summer workshop increased the knowledge and skills of project staff in teaching reading and math, using computers in instruction, item analysis of skills tested to identify weak areas, improving children's self-image, and behavior modification. Staff also participate in district workshops on creative writing, the language experience approach to teaching reading, and other topics. In addition, project teachers develop understanding and skills through team teaching experiences.

Project staff draw from a large supply of materials to reteach weak areas noted by regular classroom teachers. Lessons include teaching and practice for both the visual and auditory learner, and hands-on experiences and perceptual activities are frequently included. Students' achievement, interest, performance, and attitude are continually observed, discussed with the classroom teacher, and taken into consideration when selecting instructional materials and strategies. Study skills and skills to increase attention span are presented when appropriate.

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Groton Elementary School
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Groton, SD 57445
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ABILENE INDEPENDENT SCHOOL DISTRICT ABILENE, TEXAS

K-5 program focuses on both prevention and remediation

Coordination with other programs
Parent/community involvement
Evaluation used to improve project

This district's Perceptual Motor, Reading, and Math Program serves students in grades K-5 using a pull-out procedure. Children five to seven years old participate in the Perceptual Motor Component, which is designed to reduce the likelihood of school failure. Children receive daily instruction in groups of five. Children in grades 2-5 receive multisensory, varied modality instruction in reading and math. The program features a 1:5 instructor-student ratio.

The Hoffman program materials used in the Chapter 1 project have been correlated with regular basal programs and with state-specified skills to be learned at each grade level. Chapter 1 lab sessions are scheduled right after regular reading and math periods so that reinforcement of skills is immediate. Once every six weeks, each Chapter 1 teacher spends a full day reviewing and planning with the regular teacher of his or her students.

Each Campus Parent Advisory Council (CPAC) meets five times a year, providing information and opportunities for parents to express their views. The District Parent Advisory Council (DPAC), made up of CPAC representatives, meets four times per year. The Community Advisory Committee meets annually. Parents are invited to lab open houses and receive teacher messages and samples of student work at home. An annual Parent Training Workshop and Make-It-Take-It Workshop give parents skills in working with their children at home.

Program improvements inspired by evaluations include: development of the perceptual motor component; better screening procedures for prekindergarten, kindergarten, and first grade children; development of the math component; using the same lab spaces for both reading and math instruction; and adding writing to the program's reading component.

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Abilene Independent School District
P. O. Box 981
Abilene, TX 79604
(915) 677-1444, ext. 228

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [ ] Language arts
- [x] Other*

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

*Perceptual motor development

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [x] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

AUSTIN INDEPENDENT SCHOOL DISTRICT AUSTIN, TEXAS

Low student-teacher ratio enhances learning in Schoolwide Projects

Clear goals and objectives
Appropriate materials, methods, approaches
Maximum academic learning time

At least 75 percent of the students at two Austin elementary schools (one serving students in grades K-3 and the other K-6) are from low-income homes. Thus, they are eligible to conduct Schoolwide Projects supported by Chapter 1 and local matching funds. All students in these two schools participate in these Schoolwide Projects, receiving instruction in reading, math, and language arts. All classes have a 15:1 student-teacher ratio.

Increasing achievement gains of all students in all subject areas is the overall goal of the projects. Other goals include bringing about improvements in the achievement of low-income minority children, in teacher morale, in the quality of instruction and in the coordination between compensatory and other programs. The projects are also designed to eliminate labeling/segregating compensatory education students, confusion on the part of students trying to meet the demands of multiple teachers, and the diffusion of responsibility for the individual child's instruction.

The low student-teacher ratio facilitates the provision of direct instruction, close monitoring, and immediate corrective feedback. State-adopted and teacher-and administrator-selected materials are used, supplemented by field trips, "Super Readers' Club" functions, and fine arts activities.

A comparative review of the projects and other Chapter 1 formats found that Schoolwide Projects' students received more basic skill instruction; tended to be more on-task during basic skills instruction; spent more time on listening, spelling and perceptual skills; and had more contact with their classroom teacher. At-home activity kits for students and parents further increase learning time.

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Austin Independent School District
Commerce Park, Bldg. H
5555 N. Lamar
Austin, TX 78751
(512) 458-1291

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FORT WORTH INDEPENDENT SCHOOL DISTRICT FORTH WORTH, TEXAS

Prekindergarten program uses nationally recognized curriculum

Strong leadership
Appropriate materials, methods, approaches
High expectations for learning/behavior

Prekindergarten children who need extra help to be ready for kindergarten and primary school attend the Four-Year-Old Project. Children attend self-contained classes for six hours per day. The teacher-student ratio is 1:11.

Strong project leadership is evident in the principal's monitoring, observation, guidance, and staff development efforts, and in the project director's communication with and support of building-level staff. The project has a Long-Range Early Childhood Planning Committee which meets regularly to address concerns and recommendations relating to the project.

A 20-day Summer Roundup Program aids in the identification of eligible children and helps parents to gather appropriate records. This program eases the home-school transition for both children and parents. The project uses a locally developed curriculum which has won national recognition as a model Early Childhood Education (ECE) program. All classrooms are equipped with the district curriculum, *Prekindergarten Education, A Guide for Teachers,* and a rich array of equipment and materials. Children are grouped by ability for structured, teacher-directed instruction, while other groups work in the learning centers. A multimedia approach is used, and children are given a maximum number of hands-on experiences.

High expectations are conveyed to these young children by including them in student activities and exposing them to activities/programs in which they will take part when they are older. Children receive immediate, positive reinforcement for their efforts. The program emphasis is on providing a safe and secure emotional environment that fosters a desire to succeed.

Contact: F. L. Fanning or Pat Wright
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3210 West Lancaster
Fort Worth, TX 76107
(817) 336-8311, ext. 620 or (817) 878-3769

INDICATORS OF SUCCESS

- ☐ Achievement
- ◉ Sustained gains
- ◉ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☐ Reading
- ☐ Math
- ☐ Language arts
- ◉ Other*

GRADE LEVEL

- ◉ Preschool
- ☐ K-3
- ☐ 4-6
- ☐ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ☐ Fewer than 100
- ☐ 100-499
- ◉ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ☐ Small town
- ☐ Suburban
- ◉ Urban

PER PUPIL COST

- ☐ Up to $499
- ☐ $500 to $999
- ◉ $1000 or more

*School readiness

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [x] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

FORT WORTH INDEPENDENT SCHOOL DISTRICT FORT WORTH, TEXAS

CAI project supports instruction in public and parochial schools

Clear goals and objectives
Closely monitored student progress
Regular feedback/reinforcement

The Public and Parochial School Computer-Assisted Instruction (CAI) Project serves children in grades K-7. A pull-out design for supplementary math and reading instruction is used in the public schools, and CAI classes replace regular reading and math classes. In the parochial schools, the terminals are connected to the Computer Curriculum Corporation laboratory in Euless, Texas, and the program operates without Chapter 1 personnel.

Program goals are: (1) to provide supplementary, individualized, self-paced reading, language arts and/or math instruction to educationally disadvantaged children in grades K-7; (2) to reinforce skills in these areas through drill and practice; (3) to offer students an alternative learning strategy to those used in traditional classrooms; (4) to stimulate and motivate students; and (5) to comply with the U. S. Supreme Court decision prohibiting the use of public school teachers in parochial schools. Achievement objectives are clearly specified.

The computer generates weekly printouts of summaries of each student's work. These provide documentation of the quantity and quality of student products. Passive, nonperforming students are noticed immediately and given appropriate help.

Students are aware at all times of their placement and progress, since every response they give on the computer is immediately evaluated and further directions are given. Weekly printouts serve as the basis for student-teacher conferences in which additional feedback and reinforcement are given. Parents receive monthly reports indicating student achievement levels, progress since the last report, and any addititional information the parents should have.

Contact: F. L. Fanning or LaVerne Henry
Fort Worth Independent School District
3210 West Lancaster
Fort Worth, TX 76107
(817) 336-8311, ext. 620 or (817) 878-3769

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HARLANDALE INDEPENDENT SCHOOL DISTRICT
SAN ANTONIO, TEXAS

Elementary basic skills project features parent training and streamlined record keeping

Parent/community involvement
Closely monitored student progress
Evaluation used to improve project

Chapter 1 Individualized Instruction is a pull-out program serving children in grades K-5. Reading, math, and oral language instruction is provided during the 30-45 minute sessions held four days a week. The teacher-student ratio ranges from 1:6 to 1:8.

Parent Advisory Council (PAC) participation enables parents to influence program planning and evaluation. A parent survey is used to identify areas of need for parent training, which is then provided at participating schools. Program parents have attended citywide parent conferences. Parents serve as volunteers in the Chapter 1 Resource Rooms after receiving training from Chapter 1 staff. Approximately one-fourth of these trained volunteers have gone on to work for the schools as paraprofessional aides.

Diagnostic information is recorded in the Individual Educational Plan (IEP)/Essential Elements folder. This folder is a ready reference to teachers for summative test data and for monitoring and documenting student skill mastery. Student contracts are used to individualize instruction and facilitate monitoring of student progress. A variety of standardized and teacher-made tests keep staff apprised of student academic growth.

Improvements resulting from evaluation findings include: revision of the student record-keeping folder; identification of instruction objectives and alternative instructional strategies; designing staff training to fit the needs of the project; and buying, recycling, or modifying instructional materials to meet priority student needs.

Contact: Amy A. Perkins
Harlandale Independent School District
102 Genevieve Street
San Antonio, TX 78285
(512) 924-2301, ext. 73

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [x] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

127

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [x] Language arts
- [x] Other*

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [x] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [x] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

*Oral language

McALLEN INDEPENDENT SCHOOL DISTRICT McALLEN, TEXAS

Mastery learning program serves migrant and nonmigrant children

Parent/community involvement
Appropriate materials, methods, approaches
High expectations for learning/behavior

This district's Chapter 1 project is called The ABC's of Excellence: Attitude, Basic Skills, Coordination. Student participants include migrant students in grades 1-12 and nonmigrants in grades 1-6. Migrant and nonmigrant students in grades 1-6 are instructed in all subjects in classes with a reduced teacher-student ratio—from 1:10 to 1:15. Recent immigrant students in grades 3-8 are also taught through this format. Migrant students in grades 6-12 participate in a migrant education-funded tutorial program.

Parents participate in planned classroom observations, volunteer in project classrooms, give input during Parent Advisory Council (PAC) meetings, and engage in skill building activities. McAllen Outstanding Volunteers in Education (MOVE) offers tutoring to project children. Parents sign a Parents for Excellence contract, pledging their support and help in their children's education. In the Partners in Excellence Adopt a School Program, each project school is "adopted" by a civic, church, or business group. These groups provide an array of instructional and social services for the children.

The locally developed McAllen Instructional Delivery System (IDS), a systematic process for delivering instruction which all teachers use, employs different methods and approaches for presenting and reteaching objectives. Materials and methodologies appropriate to all learning styles are used, and emphasis is placed on developing study skills.

Teachers communicate positive expectations about student achievement and behavior using techniques learned in the Teacher Expectations and Student Achievement (TESA) and Assertive Discipline programs. Project teachers use a variety of motivational techniques and encourage students to participate in challenging extracurricular activities.

Contact: Olivia Acevedo
McAllen Independent School District
2000 North 23rd Street
McAllen, TX 78501
(512) 686-0515

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GRANITE SCHOOL DISTRICT
SALT LAKE CITY, UTAH

Junior high school students learn basic skills through in-class replacement model

Professional development/training
Strong leadership
Appropriate materials, methods, approaches

PRIME (Prescription, Instruction, Motivation, and Evaluation) is an in-class replacement curriculum in math, reading, and language arts for students in grades 7-9. PRIME classes have 25-30 students, a teacher, and three or four aides.

A two- to four-day workshop is held before the beginning of each school year and is attended by teachers, aides, the Chapter 1 specialist, school administrators, and, when possible, the district Chapter 1 director. Research, instructional strategies, mini-courses, administrative matters, and practice with new materials and strategies make up the agenda for this annual event. Mini-classes are provided for aides during assemblies and other school-day activities, and both teachers and aides attend regular after-school inservice meetings. Staff attend a district inservice meeting once a year. Specialists receive training from the director on a monthly basis.

Principals provide support through publicizing the project, selecting capable staff, and participating in inservice and evaluation. Specialists and the director provide technical assistance to staff—monitoring instruction, developing tests, assisting with discipline problems, working with parents, and performing many other functions. Weekly team meetings are used to review students' needs and progress and to make necessary adjustments.

Individualized, outcome-based instruction is provided by means of a management system which uses flow charts to break down materials and activities into small units of work which require 5 to 30 minutes to complete. PRIME includes a motivation system which provides extrinsic rewards (e.g., free time) when assignments are completed.

Contact: Maurice Wilkinson
3031 South, 200 East
Salt Lake City, UT 84115
(801) 481-7114

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [x] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [ ] K-3
- [ ] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [x] Suburban
- [ ] Urban

PER PUPIL COST

- [x] Up to $499
- [ ] $500 to $999
- [ ] $1000 or more

129

INDICATIONS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [x] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

JORDAN SCHOOL DISTRICT
SANDY, UTAH

"Program facilitators" help with project operations at each Chapter 1 school

Coordination with other programs
Parent/community involvement
Appropriate materials, methods, approaches

In some of the schools in this district, Chapter 1 instruction takes place in the regular classroom; and in other schools, a pull-out design is used. Students in grades K-8 receive supplemental instruction in reading.

Chapter 1 teachers use the same reading skills continuum as is used in the regular district reading program. Chapter 1 teachers use the district's Goal Based Educational Management System to select instructional practices that will support district reading program goals. Regular classroom teachers and Chapter 1 teachers engage in ongoing program coordination, and Chapter 1 program facilitators conduct planning with classroom teachers each week. Individual student profile records help teachers to keep track of the goals each student has mastered and those on which further work is needed.

Parent involvement in the project takes the form of Parent Advisory Council (PAC) membership, volunteering in the classroom, participating in annual evaluations, and attending Make It and Take It workshops. Parents use the instructional materials and games they made in the workshops to reinforce their children's learning at home. Project staff also make contact with parents through letters, telephone calls, and newsletter features.

A Chapter 1 teacher in each school takes responsibility for serving as program facilitator. This person monitors the instructional effectiveness of other project teachers, communicates with principals about Chapter 1 activities, works with local PAC officers, and participates with regular teachers in weekly team planning meetings. Chapter 1 teachers select appropriate supplemental materials with the help of the project reading specialist and district consultant.

Contact: VaLoris Webb
Jordan School District
9361 South 300 East
Sandy, UT 84070
(801) 565-7100

SALT LAKE CITY SCHOOL DISTRICT
SALT LAKE CITY, UTAH

Students work with audio-visual equipment in Laboratory Program

Parent/community involvement
Appropriate materials, methods, approaches
Maximum academic learning time

The Chapter 1 Laboratory Program serves students in grades 2-6 in reading, math, and language arts. A pull-out design is used. Classes are 45 minutes in length.

Parents participate on a districtwide parents' council, serve on school-community councils, provide input through needs assessment questionnaires, and volunteer in Chapter 1 classrooms. Parents are asked to spend 15 minutes per day supporting their children's instruction, using the Take Home Books that are part of the project curriculum. During the week-long project open house, parents assist in their children's classroom instruction.

The Laboratory Program is an individualized program which uses a variety of audio-visual learning machines—microcomputers, slide projectors, tape recorders, etc. The program is based on the mastery learning theory and incorporates the elements of effective lesson design as defined by Madeline Hunter. The classroom is arranged in a series of learning stations, and the program emphasizes small group instruction. Each classroom is staffed by two full-time teachers and one full-time aide. After whole class instruction, in which students are introduced to new concepts and skills, the teachers and aide interact with students working independently at learning stations. Students receive feedback at the completion of each assignment.

Clearly established rules minimize classroom disruptions, and the use of learning machines encourages interactive engaged time. Student learning stations are conducive to on-task behavior. Take Home Books and other homework assignments further extend learning time. Parents sign completed homework and students receive rewards in their classrooms.

Contact: Rosanne W. Jackson
Salt Lake City School District
440 East 100 South
Salt Lake City, UT 84111-1898
(801) 328-7286

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [x] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [ ] K-3
- [ ] 4-6
- [x] 7-9
- [x] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [ ] $500 to $999
- [x] $1000 or more

UTAH STATE BD. OF ED./ MILL CREEK YOUTH CENTER SALT LAKE CITY, UTAH

Leadership and training improves program for incarcerated juvenile offenders

Professional development/training
Strong leadership
Appropriate materials, methods, approaches

Mill Creek Youth Center (MCYC) is a maximum secure facility (i.e., for offenders who will be incarcerated for six months or longer), located in Ogden and operated by the State Youth Corrections Agency. Chapter 1 students at MCYC receive reading and math instruction in the same classroom and with the same teachers who teach in the regular instructional programs. The teacher-student ratio is 1:5.

All MCYC regular teachers are also Chapter 1 teachers. Chapter 1 inservice training occurs during and after the teachers' regular workday, and training takes place at both the local and district levels. Professional development activities have been conducted in the following areas: PACE Learning Systems, Inc.; Chapter 1; outcome-based education; core curriculum; computer uses; drug and alcohol abuse; and sexual harassment.

The principal and staff are responsible for having created a positive learning environment out of the "chaotic, unwholesome, and violent condition" that previously characterized the educational program. The principal applied for and received $6,000 from the state for inservice training in 1984-85. The principal visits classrooms daily, and district and school board members pay periodic visits. In 1984-85, 60 percent of the staff were given $1,000 awards by the district for outstanding teaching.

The project makes use of an Outcome Based Education program—a criterion-referenced program designed to assure success among low achievers. The mandated Utah State Core Curriculum is also used and is correlated with the PACE Learning System, a program to prepare students for the Test of Adult Basic Education (TABE). The project incorporates the Assertive Discipline behavioral management system.

Contact: Thomas Cracas
Mill Creek Youth Center
790 West 12th Street
Salt Lake City, UT 84404
(801) 399-3456

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ROCKINGHAM COUNTY PUBLIC SCHOOLS HARRISONBURG, VIRGINIA

Project evaluations stimulate many program changes

Professional development/training
Appropriate materials, methods, approaches
Evaluation used to improve project

Rockingham County students in grades 1-6 receive supplementary instruction on a pull-out basis. A diagnostic/prescriptive approach is used to reinforce instruction.

Three or four inservice meetings are conducted by the Chapter 1 coordinator and supervisor each year. Additional inservice activities focus on topics such as comprehension, decoding, study skills, and vocabulary. Problem-solving sessions are also held on a regular basis. The Chapter 1 coordinator makes on-site visits to assure compliance with record keeping, student identification and placement, and other aspects of program implementation. Staff participate in professional association activities and in county-sponsored certificate renewal classes.

Project instruction focuses on skill mastery and includes: (1) continuous identification of each students' needs; (2) the use of appropriate materials and strategies to remediate specific weaknesses; and (3) assessment of the effectiveness of techniques, strategies, and materials used. All materials and approaches supplement regular reading instruction and are selected by Chapter 1 teachers, with input from regular classroom teachers, principals, and the elementary supervisor. Materials selected are of high interest to students, while also being specifically related to unmastered skills and objectives.

Evaluation results have stimulated many project changes, including revision of student identification procedures, requiring parent permission to place students in the project; improvements in record keeping; implementation of personalized education plans; revision of the project handbook; acquisition of additional instructional materials; expansion of the district Parent Advisory Council (PAC); and adoption of a new reading series.

Contact: Fred Kennon
Rockingham County Public Schools
205 County Office Building
4 South Main Street
Harrisonburg, VA 22801
(703) 434-4455

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [ ] Math
- [ ] Language arts
- [x] Other*

GRADE LEVEL

- [x] Preschool
- [ ] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [x] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

*School readiness

WAYNESBORO PUBLIC SCHOOLS
WAYNESBORO, VIRGINIA

Parent, community, and schoolwide involvement enhance prekindergarten program

Coordination with other programs
Parent/community involvement
Appropriate materials, methods, approaches

This Chapter 1 Prekindergarten (Pre K) program meets for three hours daily, usually from 8:30-11:30 a.m. Enrollment is limited to 13 students per class, and classes are self-contained.

Pre K and kindergarten teachers work together and with the Central Office instructional staff to formulate objectives for the Pre K skills chart. Instructional activities are based on the goals and objectives of the program. Pre K children receive periodic instruction from the librarian and the art, music, and physical education teachers in the three schools where the project is housed. They also attend schoolwide functions and participate in school programs.

Parents participate in parent meetings, one of which is devoted to program evaluation and planning each year. Parent workshops feature guest speakers and activities to enable parents to reinforce their children's instruction at home. Parents visit, observe, and help out in classrooms and participate in conferences. Classroom demonstrations and films are presented by police officers, fire fighters, and other community service workers. Mothers' Club members assist with eye screenings. Members of school organizations make games for Pre K children and join them for activities.

Learner needs are determined through surveys, observations, and testing. Children begin with activities in which they are successful, then progress to more complex tasks. Commercial and teacher-made materials and activities are used for language, concept, physical, and social/emotional development. The classroom is organized for learning centers based on the High Scope Program. A combination of large group, small group, and individualized instruction is used.

Contact: Doris Hulvey
Waynesboro Public Schools
301 Pine Avenue
Waynesboro, VA 22980
(703) 943-8795

WISE COUNTY SCHOOL SYSTEM
WISE, VIRGINIA

Extensive parent training offered in district basic skills project

Clear goals and objectives
Parent/community involvement
Appropriate materials, methods, approaches

In the Wise Improvement School Effort (WISE), students in grades 2-12 participate in pull-out classes in reading, math, and language arts.

Specific N.C.E. gains are cited for the different curricular areas and grade levels. In addition, the project is designed to enable students to become competent computer users and to provide strong leadership for the instructional staff. State and local Chapter 1 goals, together with the annual needs assessment, were used to determine priorities for the project. Goals and objectives are communicated to constituents via meetings, conferences, newsletters, and the local media.

Parents receive project newsletters and attend quarterly parent meetings. The project offers extensive parent training workshops—make-and-take workshops, training activities to enable parents to support their children's instruction at home, and special workshops which provide parents with an introduction to the microcomputer. Parents also organize and conduct fund-raising activities for the project, volunteer in project classrooms, and participate in the yearly Chapter 1 Dinner organized by project staff.

Teacher-directed instruction is the major instructional strategy used in project classrooms. Teachers receive inservice training on effective questioning techniques and implement these in their classes. The project curriculum is based on the Virginia State Department's Standard of Learning objectives. Students work with materials on their functional level, and teachers continuously evaluate their progress to insure that materials are neither too difficult nor too easy.

Contact: Cecelia C. Munsey
Wise County School System
Box 1217
Wise, VA 24293
(703) 328-6220

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [x] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [x] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100–499
- [x] 500–2500
- [ ] More than 2500

SETTING

- [x] Rural
- [ ] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [ ] K-3
- [ ] 4-6
- [ ] 7-9
- [x] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [x] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

BELLEVUE SCHOOL DISTRICT #405
BELLEVUE, WASHINGTON

Certified Instructional Assistants work with high school students in reading and math

Coordination with other programs
Appropriate materials, methods, approaches
Closely monitored student progress

The Sammamish High School Chapter 1 program is a replacement model. Students in grades 10-12 attend reading and/or math classes each day and receive an elective credit toward graduation.

Students work from a weekly Chapter 1 program schedule which is based on assignments from their regular classes. Students also keep an assignment log of Chapter 1 activities which complements regular class assignments. Information on upcoming assignments is collected weekly from regular teachers and logged for use by Chapter 1 Instructional Assistants. Chapter 1 staff participate with other school staff in curriculum development efforts; on teams with counselors, psychologists, special education, and bilingual education staff; and in bimonthly Advisory Council meetings.

Chapter 1 staff select materials and methods to be used in the program based on multiple measures of students' needs and learning styles, and on materials used in the regular classroom. Instructional Assistants develop additional, individualized materials for review and reinforcement. Lessons in study skills focus on note taking, test taking, time management, proofreading, memory techniques, assignment formatting, visualization, etc.

Regular and Chapter 1 staff monitor student progress during weekly meetings, and students keep graphs showing their basic skills progress. A point system and weekly letter grade system keeps students apprised of their progress. Parents are informed through teacher notes, Interim Progress Reports, and semester report cards. Self-monitoring of attendance in all classes helps students see how attendance affects their grades.

Contact: Sharon Hill
Bellevue School District #405
P.O. Box 90010
Bellevue, WA 98009-9010
(206) 455-6078

BELLINGHAM SCHOOL DISTRICT #501 BELLINGHAM, WASHINGTON

K-8 reading program provides "staff development" to parents

Coordination with other programs
Parent/community involvement
Professional development/training

The Bellingham district makes use of a limited pull-out model for its Chapter 1 elementary reading program. Students in grades 1-8 receive 25-35 minutes of instruction in the Chapter 1 center four to five days per week.

The program has the same goals and objectives as the regular reading program, and Chapter 1 staff attend meetings of building and district reading personnel. Coordination is also achieved through discussion and planning meetings involving the program coordinator, the assistant superintendent of instruction, the director of elementary and middle school curriculum, the director of special education and the building principals. At the level of the individual student, Personalized Reading Plans are developed by the regular and Chapter 1 teachers to insure coordination of activities. Close communication is maintained between the Chapter 1 teacher and the regular classroom teacher.

Parents serve as co-presidents on the District Advisory Council (DAC), participate as DAC representatives, and are involved in monthly Parent Advisory Council (PAC) meetings. In these roles, parents help to plan, implement, evaluate, and support the project. Parents also provide input into the development of their children's Personalized Reading Plan. Parents are sometimes involved in staff development activities with Chapter 1 teachers and aides.

Professional development activities for program staff include receiving information and training during DAC and PAC meetings, as well as attending conferences. Chapter 1 staff join with regular staff to attend language arts, reading, and computer inservice activities. Parent participation in appropriate training activities enables them to provide instructional support to their children.

Contact: Margo Montague
Bellingham School District #501
P. O. Box 878
Bellingham, WA 98227
(206) 676-6542

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [x] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

MERCER COUNTY PUBLIC SCHOOLS
PRINCETON, WEST VIRGINIA

Primary children learn to read through their own writing projects

Coordination with other programs
Parent/community involvement
Appropriate materials, methods, approaches

Forty-five minutes of daily instruction in reading and language arts are provided to children in grades 1-3 on a pull-out basis.

A computerized instructional program developed in coordination with state and county goals emphasizes learning to read through the application of writing skills. Students are scheduled for a variety of multi-modal activities designed to maintain high interest level. The various functions include a computer station emphasizing the 42 phonemes and alphabet principals. At a work journal station students practice writing sounds and cycle words learned at the computer. Composing and typing occur at the writing station. Listening and development of new words occur at two additional stations. The language arts development area brings all the stations into a cohesive unit adding the opportunity for students to develop independence and self-management. Eligible students in other special programs are provided services when appropriate.

Principals were directly involved in the development of the project and along with Chapter 1 administrators, assure the coordination of project and regular program goals.

The HOME WORKS component of the project causes parents to get directly involved in the instructional program. The program, developed by supervisors, teachers and parents includes: (1) a HOME WORKS folder which may contain a monthly activity/event calendar, children's work samples, progress information, worksheets and parent training information; (2) a library of special books for parent-student interaction; (3) a newsletter; (4) positive personal and telephone communication; and (5) a parent volunteer training program.

Contact: Billie J. Bailey
Mercer County Public Schools
1420 Honaker Avenue
Princeton, WV 24740
(304) 487-1551

MONONGALIA COUNTY BOARD OF EDUCATION MORGANTOWN, WEST VIRGINIA

Instructional aides work with first graders in regular classrooms

Appropriate materials, methods, approaches
Closely monitored student progress
Evaluation used to improve project

This Chapter 1 project is an in-class instructional aide program for first graders. In a designated area of the classroom, aides instruct project children in the areas of reading, language, reasoning, visual and auditory processes, and gross motor skills.

Program materials and strategies are determined by the principal, reading specialist, early childhood specialist, and classroom teachers. Major program components include: (1) a prescriptive program for reading readiness, which includes developmentally sequenced activities for assessing, teaching, recording, and grouping children's needs; (2) reinforcement activities to accompany basal programs; (3) a learning modalities program, which offers a variety of methods to teach a concept to each child's learning style; and (4) a basal readiness program consisting of highly motivating activities involving stories, poems, jingles, and rhymes.

A colorful wall chart displaying mastery of skills is updated daily by the aide. Student individual profile cards are also used to monitor progress. Teachers and aides review monitoring information daily and make adjustments in instruction as needed. Ongoing skill mastery tests and standardized achievement tests provide additional monitoring data.

Project evaluations conducted over the past several years demonstrate that the project has brought about a dramatic decrease in the percentage of Chapter 1 students referred to special education for classification—from 26 percent in 1981-82 to zero percent in 1984-85. A decrease—although a less dramatic one—has also occurred in the percentage of retentions (from 33 to 29 percent).

Contact: Marie Alsop
Monongalia County Board of Education
Annex II — 101 Wilson Avenue
Morgantown, WV 26505
(304) 291-9330

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [x] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

OHIO COUNTY SCHOOLS
WHEELING, WEST VIRGINIA

Math program uses combination of pull-out and in-class instruction

Coordination with other programs
Appropriate materials, methods, approaches
High expectations for learning/behavior

Mathematics Remediation with In-Class Instruction Component serves students in grades 2-9. Elementary students participate in four 30-minute sessions each week; three of these are on a pull-out basis, and one is in class. Junior high students receive daily instruction for 40 minutes in class with both the regular math teacher and Chapter 1 math specialist.

Project teachers consult with regular classroom teachers to develop schedules for the in-class component. Planning between regular and project teachers is scheduled weekly, but may occur more often if necessary. Individual Education Plans (IEPs) are written by the Chapter 1 teacher with input from the regular classroom teacher. Staff work together to insure coordination of the project with other programs, especially the Home-School Intervention Program and the counseling program.

Individual objectives, materials, and strategies are selected for each student on the basis of results from diagnostic tests and tests from the regular basal series. Manipulatives are used extensively to teach concepts of problem solving and computation. Microcomputers and Classmate 88 equipment are important tools for reteaching and reinforcement. Major strategies used in the project include preteaching (introducing new material before the classroom teacher provides instruction) and reteaching (going over the material after instruction by the classroom teacher.

Students may be rewarded for successful completion of assignments by selecting items from the classroom store. Other students are in charge of the annual day long carnival. Project students also participate in vocal and instrumental music programs, swimming activities, and after-school enrichment programs. Teacher Expectations and Student Achievement (TESA) training for teachers has been effective in developing and communicating high expectations for students.

Contact: Gail E. Looney
Ohio County Schools
2203 National Road
Wheeling, WV 26003
(304) 243-0300

LAKELAND UNION HIGH SCHOOL DISTRICT MINOQUA, WISCONSIN

"Techniques" class builds skills of students far below grade level in reading

Coordination with other programs
Appropriate materials, methods, approaches
High expectations for learning/behavior

Lakeland Union High School students in need of reading skill development sign up for Techniques in Reading. Offered for grade and credit, the class teaches reading skills to students who are from two to seven years below grade level in reading.

The school district supports 10 percent of the reading teacher's salary so that she can team teach in content area classes with large numbers of students needing to improve their reading skills. The reading teacher helps other teachers to select new texts and conducts readability analyses of proposed and currently used materials. The reading teacher assists content area teachers and also works closely with the guidance department and special education teachers.

Freshmen are enrolled in Techniques in Reading I, and upperclassmen take TRII, as needed. Basic reading skills are taught in a manner which is not offensive to high school-aged students. Three to seven students are scheduled per class period. Materials and approaches are geared to students generally reading from the fourth to eighth grade levels. The instructional method is eclectic, but primarily phonetic, and makes use of positive reinforcement and a high degree of structure. Student feedback has been used extensively to determine which reading materials are of greatest interest to this age group.

High expectations for students are communicated through a policy statement given to them on the first day of class. Expectations, reasons for them, incentives, and rewards are explained. The high percentage of students who have gone on to take more challenging courses and, upon graduating, have gone to college or vocational programs, demonstrates the effectiveness of holding high expectations.

Contact: Nancy Krause
Lakeland Union High School
8669 Old Highway 70 West
Minoqua, WI 54548
(715) 356-5252

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [ ] K-3
- [ ] 4-6
- [x] 7-9
- [x] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [ ] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [ ] Math
- [ ] Language arts
- [x] Other *

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [ ] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

*School readiness

MENOMINEE INDIAN SCHOOL DISTRICT KESHENA, WISCONSIN

Native American children build readiness skills in kindergarten and first grade programs

Coordination with other programs
Appropriate materials, methods, approaches
Evaluation used to improve project

The Menominee Indian School District operates an Extended Kindergarten Program for children who need a second year of kindergarten experience to be ready for first grade, and a Special Needs First Grade Program for children who need extra help in developing pre-academic skills. Extended Kindergarten is a half-day program, and Special Needs First Grade meets two hours daily.

Extended Kindergarten activities are based on student needs as identified by regular kindergarten teachers and on readiness surveys. In the Special Needs First Grade Program, language arts and math skills which supplement the district program are taught. The school administrator has provided substitutes so that regular education teachers can observe the Chapter 1 program.

The Chapter 1 programs are flexible. Children may move among the regular and special kindergarten and first grade programs at any time during the year, as determined by the Chapter 1 teacher. Extended Kindergarten children work with Piper Skill cards, which list over 100 specific readiness skills in the auditory, visual, motor, language, and reasoning areas. The Exemplary Center for Reading Instruction (ECRI) teaching technique is used in both programs. This technique features directives with modeling, guided practice, and independent practice. Students work is self-paced.

The district's former Chapter 1 design served kindergarten students; there was no Extended Kindergarten. However, process evaluations revealed that nearly all Chapter 1 kindergarten students needed a second year of kindergarten experience to be ready for first grade. The decision was made, therefore, to serve second-year kindergarten and first grade students.

Contact: Carol Dodge
Menominee Indian School District
P.O. Box 399
Keshena, WI 54135
(715) 799-3841

MILWAUKEE PUBLIC SCHOOLS
MILWAUKEE, WISCONSIN

Large-scale urban project implements National Council of Teachers of Mathematics guidelines

Parent/community involvement
Professional development/training
Appropriate materials, methods, approaches

Chapter 1 Elementary Mathematics serves over 3,000 students in grades 1-8 each year. Groups of five to six students receive 30 minutes of instruction per day. Most of the 46 project schools use a pull-out design; however, some provide in-class instruction, and some offer a combination of pull-out and in-class services.

Parents attend workshops in which project teachers demonstrate how to help children improve their math skills. Parents are made aware of the project's homework plan and are asked to support it at home. They also participate in parent-teacher conferences each semester. Project parents, along with other parents in the district, select the kind of educational programming they want for their children. Different options are available at different sites and may include: Environmental Studies, Continous Progress Program, Teacher-Pupil Learning Center, Open Education, and Individually Guided Education.

Inservice activities prepare teachers to implement the priorities identified by the National Council of Teachers of Mathematics (NCTM), especially those involving higher-order skills. Examples of inservice topics are: project implementation, coordination of objectives and services, problem solving skills, and using manipulatives and calculators.

NCTM recommendations are followed for all aspects of project implementation, and classroom achievement data are used for diagnosis and instruction. Objective, concrete, and manipulative items are used extensively when new math concepts are introduced, followed by pictorial representation (e.g., transparencies), and then abstract concepts. Multimedia materials and approaches are are selected based on student learning styles.

Contact: Norman Rose
Milwaukee Public Schools
P. O. Drawer 10K
Milwaukee, WI 53201
(414) 475-8009

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [ ] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [x] More than 2500

SETTING

- [ ] Rural
- [ ] Small town
- [ ] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [ ] 100-499
- [x] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [ ] Small town
- [x] Suburban
- [x] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

RACINE UNIFIED SCHOOL DISTRICT
RACINE, WISCONSIN

Elementary reading and math projects feature eclectic methods and extensive staff development

Coordination with other programs
Professional development/training
Appropriate materials, methods, approaches

Racine's Communications and Numbers (C.A.N.) program provides reading instruction to students in grades K-5 and math instruction to those in grades 2-5. Groups of three to eight children receive 30-45 minutes of instruction, two to five times a week. The program uses a pull-out design.

The C.A.N. program is planned in conjunction with the district reading and math departments. C.A.N. teachers consult classroom teachers formally when preparing instructional prescriptions and informally on a weekly basis. The Classroom Teacher Communication form includes information on Chapter 1 students. Copies of the information go to the classroom teacher and Chapter 1 teacher, an extra copy can be shared with a parent or school administrator.

The three-day preservice activity covers: diagnosing and prescribing for learning needs, effective use/application of instructional materials/equipment, communication skills, cooperation with classroom teachers, scheduling techniques, affective techniques, and testing procedures. Three annual inservice activities cover topics such as: sharing effective instructional techniques, combining the Bank Street Writer software with the Weehawken creative writing skills method, and reading comprehension strategies through story and semantic mapping.

Instruction begins at the student's level of competence to provide successful experiences, then it is advanced in increments that he/she can master with reasonable challenge. Using an eclectic approach and a variety of materials, the program includes instructional techniques to help students maintain the skills they have achieved.

Contact: Roger M. Jones
Racine Unified School District
2220 Northwestern Avenue
Racine, WI 53404
(414) 631-7171, ext. 442

SCHOOL DISTRICT OF SUPERIOR
SUPERIOR, WISCONSIN

Folk tales and nursery rhymes taught in "tri-level" kindergarten program

Parent/community involvement
Appropriate materials, methods, approaches
Maximum academic learning time

Kindergarten children in the Superior Chapter 1 program participate in a "tri-level" reading readiness program: (1) an instructional phase, in which the teacher provides weekly, one-hour, pull-out classes; (2) a reinforcement phase, in which a home visitor conducts weekly, one-hour learning sessions with children and parents at home; and (3) a practice phase, in which parents use a "parent-packet" of materials to carry out daily, 10-15 minute learning activities with their children.

Parents observe and help in the classroom and participate in the annual needs assessment. Home visit activities include updating the program calendar, reviewing skill charts, discussing parent packet materials, and conducting an activity with the parent and child. Practice activities involve parents using manipulatives, puzzles, games, and stories with their children.

Instructional phase activities are success oriented. They begin at a level where children can experience success and then new skills are introduced in a small group setting (four to six students) or one-to-one. The program makes use of handmade materials geared to children's specific skill deficits. Folk tales and nursery rhymes form the basis of the curriculum.

Learning time is maximized through a program design in which the teacher and the home visitor are directly engaged with the student one hundred percent of the time during instructional periods. The small class size in the instructional phase and the one-to-one contact of the reinforcement and practice phases further support productive use of time.

Contact: Beth V. Arnson
School District of Superior
823 Belnap Street
Superior, WI 54880
(715) 394-0479

INDICATORS OF SUCCESS

- ☐ Achievement
- ☐ Sustained gains
- ◉ Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- ☐ Reading
- ☐ Math
- ☐ Language arts
- ◉ Other *

GRADE LEVEL

- ☐ Preschool
- ◉ K-3
- ☐ 4-6
- ☐ 7-9
- ☐ 10-12

NUMBER OF STUDENTS

- ◉ Fewer than 100
- ☐ 100-499
- ☐ 500-2500
- ☐ More than 2500

SETTING

- ☐ Rural
- ☐ Small town
- ☐ Suburban
- ◉ Urban

PER PUPIL COST

- ☐ Up to $499
- ◉ $500 to $999
- ☐ $1000 or more

*School readiness

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [x] Language arts
- [x] Other*

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [x] 10-12

NUMBER OF STUDENTS

- [ ] Fewer than 100
- [x] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

*Parent training

STOUGHTON AREA SCHOOL DISTRICT STOUGHTON, WISCONSIN

Parent Place activities teach "high-risk" families to support their children's learning

Parent/community involvement
Appropriate materials, methods, approaches
High expectations for learning/behavior

The Parent Place component of the Stoughton Reading and Language Arts Program serves "high-risk" families—those with characteristics which can negatively influence a child's success in the school and community. Chapter 1 funds, which initially supported a half-time coordinator position, now sustain less than a fourth of a .85 FTE position. Additional funding is provided by the district, United Way, the Job Training Partnership Act, and the Highway-Safety Office of the Wisconsin Department of Transportation.

The coordinator works with the school district and community to develop and deliver training which will enable parents to nurture the academic growth of their children. Activities are conducted in the Parent Place facility, housed in the Middle School Community Building. The local Social Services Agency makes referrals to Parent Place of families who would benefit from the service. Approximately one-third of participating parents have children who are or have been in the Chapter 1 program.

Parent Place activities are offered on topics such as: Monitoring children's television watching habits, fostering positive self-esteem, prevention of drug/alcohol abuse, and dropout prevention. Parent Place offers the 10-week Systematic Training for Effective Parenting (STEP) program, STEP-Teen (a similar program focusong on adolescents), and a four-week Families Talking program concerned with alcohol/drug abuse.

Examples of Parent Place activities concerned with high expectations are: Getting Off to a Good Start in the Fall, Respect, Studying: A Key to Success, Trouble (school difficultires and how to help with them), and Deciding What Kind of Discipline is 'Right' for Your Child.

Contact: Ellen Leggett
Stoughton Area School District
211 N. Forrest Street
P.O. Box 189
Stoughton, WI 53589
(608) 873-7257

WEST BEND
JOINT SCHOOL DISTRICT
WEST BEND, WISCONSIN

Classroom activities, home visits, and parent-assisted lessons comprise early childhood program

Coordination with other programs
Parent/community involvement
Appropriate materials, methods, approaches

Preschool and kindergarten children participate in West Bend's Child-Parent Interaction Program. Home instructors provide one-hour language development lessons, modeling teaching behaviors while parents observe. Then parents conduct follow-up activities with their children during the week. Preschoolers receive a biweekly home lesson and attend a 2 1/2-hour group session taught by the preschool teacher with assistance from the home instructor. Kindergarten children receive a weekly home lesson during the half-day they are not attending school.

The Chapter 1 preschool and kindergarten teachers participate on the district early childhood education committee. Inservice sessions and observations by Chapter 1 staff of regular teachers' classrooms provide additional opportunities for cross-program coordination. Regular and Chapter 1 teachers share curriculum information, checklists, student folders, and report cards.

Parents and other community members provide input for program planning, implementation, evaluation, and support via the Parent Advisory Council (PAC), monthly parent meetings and the *Silver Maple Leaves* newsletter. Local businesses have donated time and materials for program activities. Parents' participation in their children's instruction is at the heart of the program: they observe the home instructor, practice teaching the task, and then pursue learning activities with their children during the week.

The program offers evening home visits so that parents who work days can participate. Activities are based on individual needs, and Personalized Education Plans guide instruction. Materials range from computers in the preschool classroom to everyday objects in the home.

Contact: Paula Hansen
West Bend Joint School District
697 South Fifth Avenue
West Bend, WI 53095
(414) 338-5422

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [ ] Reading
- [ ] Math
- [x] Language arts
- [x] Other *

GRADE LEVEL

- [x] Preschool
- [x] K-3
- [ ] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [ ] Rural
- [x] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [ ] $500 to $999
- [x] $1000 or more

*School readiness

INDICATORS OF SUCCESS

- [x] Achievement
- [x] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [x] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [x] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [ ] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [ ] $500 to $999
- [x] $1000 or more

ARAPAHOE SCHOOL DISTRICT #38
ARAPAHOE, WYOMING

Arapahoe project uses student self-referral, team approach, and flexible instructional models

Coordination with other programs
Appropriate materials, methods, approaches
High expectations for learning/behavior

Eligible children in grades 1-8 at Arapahoe School receive instruction in reading and math. Depending on the student, either a pull-out or an in-class model is used.

Chapter 1 project goals reflect the schoolwide emphasis on reading and math achievement. The curriculum and materials used in the regular program are also used in the project, with the addition of language development activities and computer-assisted instruction. The Chapter 1 teacher confers with regular classroom teachers at least weekly. Content and topics to be covered in the Chapter 1 project are determined based on a yearly assessment of the project by classroom teachers. The Chapter 1 teacher also coordinates with staff of other special programs operating at the school.

In addition to more conventional ways of identifying students for remediation, Arapahoe School students may refer themselves for program services. Individual programming decisions are made by a team consisting of parents, the classroom teacher, the Chapter 1 teacher, administrators, resource people, and the student. Commercial products, including computers and individually paced reading kits, are used along with teacher-made materials. Aids such as charts, flashcards, manipulatives and games are also used.

Academic expectations for students are communicated on a weekly basis, and students are held responsible for accomplishing their objectives. Expectations for student behavior are explained and posted, and the teacher insists that children exhibit mutual respect. Positive student self-images are fostered by inquiring about each student's feelings each day. They are encouraged to drop by before school or during class breaks to talk with the teacher.

Contact: Patricia M. Pickett
Arapahoe School District #38
P. O. Box 211
Arapahoe, WY 82510
(307) 856-3948

WESTON COUNTY SCHOOL DISTRICT #1 NEWCASTLE, WYOMING

Annual program "themes" generate extensive community support

Parent/community involvement
Strong leadership
Appropriate materials, methods, approaches

Gertrude Burns Elementary School students in grades 1-5 participate in the RAH!-medial Reading program. Classes are limited to 10 students. Each student participates in the program for 30 minutes per day.

Parents participate in Parent Advisory Council (PAC) activities, respond to surveys, attend conferences, and work with their children at home (many on a daily basis). Merchants and volunteers donate materials and time in support of the program's annual theme. A senior citizen's group donated park benches and the city donated a fire hydrant when the theme was "Silly City." For the "Superman" theme, Mountain Bell installed a phone booth and phone, and J. C. Penney donated a mannequin. Community volunteers constructed sets and assisted in the classroom. The mayor declared a "Reading is Fun" month and visited the project in person.

The principal and assistant principal, who is also the project coordinator, work to: (1) establish a positive climate, (2) provide incentives and rewards for achievements, (3) observe in classrooms and provide guidance, (4) create staff development opportunities, and (5) actively seek parent and community support. First graders just learning to read go to the front office, read aloud to the principal, and receive an award.

The project has an annual reading theme to generate motivation and create a unity of purpose. Examples include "Jungle Book," "Reading Hospital," and "Star Wars." Instruction and the program theme are integrated together. Frequent diagnosis and flexible prescriptive teaching keep instruction at an appropriate level and promote success. Each child receives individual attention and help each day.

Contact: Paul Scissons
Gertrude Burns Elementary School
627 Pine Street
Newcastle, WY 82701
(307) 746-2717

INDICATORS OF SUCCESS

- [x] Achievement
- [ ] Sustained gains
- [x] Other outcomes

PROJECT DESCRIPTION

CURRICULUM

- [x] Reading
- [ ] Math
- [ ] Language arts
- [ ] Other

GRADE LEVEL

- [ ] Preschool
- [x] K-3
- [x] 4-6
- [ ] 7-9
- [ ] 10-12

NUMBER OF STUDENTS

- [x] Fewer than 100
- [ ] 100-499
- [ ] 500-2500
- [ ] More than 2500

SETTING

- [x] Rural
- [ ] Small town
- [ ] Suburban
- [ ] Urban

PER PUPIL COST

- [ ] Up to $499
- [x] $500 to $999
- [ ] $1000 or more

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Appendix A

Projects Nominated/Selected for Recognition

281 CHAPTER 1 PROGRAMS NOMINATED FOR RECOGNITION
*Selected for recognition

ALABAMA

Mobile County Public Schools
P. O. Box 1327
Mobile, AL 36633

Montgomery Public Schools
P. O. Box 1991
Montgomery, AL 36197

*Ozark City School System
P. O. Box 788
Ozark, AL 36361

ALASKA

*Fairbanks North Star
Borough School District
P. O. Box 1250
Fairbanks, AK 99707

ARIZONA

Alahambra Elementary School
District #68
3001 W. Hazelwood
Phoenix, AZ 85017

Amphitheater Public
Schools #10
701 W. Welmore Road
Tucson, AZ 85705

Apache Junction Unified
School District #43
P. O. Box 879
Apache Junction, AZ 85220

ARKANSAS

Bald Knob School District
Route 3, Box 33
Bald Knob, AR 72010

CALIFORNIA

Anaheim Union High School
District
501 Crescent Way
P. O. Box 3520
Anaheim, CA 92803-3520

Bonita Unified School
District
115 West Allen Avenue
San Dimas, CA 91773

El Paso de Robles Schools
Drawer B — Airport Road
Paso Robles, CA 93447

Los Angeles Unified School
District
450 N. Grand Avenue
Los Angeles, CA 90012

*Moreland School District
4710 Campbell Avenue
San Jose, CA 95130

*Poway Unified School
District
13626 Twin Peaks Road
Poway, CA 92064
(2 projects, 1 selected)

COLORADO

*Adams County School
District #14
4720 E. 69th Avenue
Commerce City, CO 80022

*Poudre School District R-1
2407 LaPorte Avenue
Fort Collins, CO 80521

CONNECTICUT

*Bridgeport Public Schools
45 Lyon Terrace
Bridgeport, CT 06604

Cheshire Public Schools
29 Main Street
Cheshire, CT 06410

*New London Public Schools
134 Williams Street
New London, CT 06320

*Plainfield Public Schools
Plainfield High School Annex
Central Village, CT 06332

*Waterbury School Department
236 Grand Street
Chase Building
Waterbury, CT 06702

*Watertown Public Schools
10 DeForest Street
Watertown, CT 06795

DELAWARE

Brandywine School District
Pennsylvania Avenue
Claymont, DE 19703

Colonial School District
Basin & Blount Roads
New Castle, DE 19720

DISTRICT OF COLUMBIA

Superintendent of Public Schools
Presidential Building
415 12th Street, NW
Washington, DC 20004
(2 projects)

FLORIDA

Baker County School Board
392 S. Boulevard East
Macclenny, FL 32063

Brevard County Public Schools
1260 S. Florida Avenue
Rockledge, FL 32955

Charlotte County School Board
1016 Education Avenue
Punta Gorda, FL 33950

Clay County School Board
900 Walnut Street
Green Cove Springs, FL
32043

Collier County Public Schools
3710 Estey Avenue
Naples, FL 33942-4499

Duval County Public Schools
1701 Prudential Drive
Jacksonville, FL 32207

*Hillsborough County Public Schools
901 E. Kennedy Blvd.
Tampa, FL 33602
(4 projects, 2 selected)

Lafayette School District
P. O. Box 58
Mayo, FL 32066

Lee County School District
2055 Central Avenue
Fort Myers, FL 33901

Leon County Public Schools System
2757 W. Pensacola Street
Tallahassee, FL 32304

Manatee County School Board
215 Manatee Avenue West
Bradenton, FL 33506
(2 projects)

Martin District Schools
500 E. Ocean Blvd.
Stuart, FL 33494

*Orange County Public Schools
P. O. Box 271
Orlando, FL 32802

St. Johns County School Board
40 Orange Street
St. Augustine, FL 32084

*St. Lucie County Public Schools
2909 Delaware Avenue
Fort Pierce, FL 33450
(2 projects selected)

Sarasota County School Board
2418 Hatton Street
Sarasota, FL 33577

School Board of DeSoto County
530 LaSolona Avenue
Arcadia, FL 33821

HAWAII

*Maui School District
54 High Street
P. O. Box 1070
Wailuku, HI 96793

IDAHO

*Coeur d'Alene School District #271
311 N. 10th Street
Coeur d'Alene, ID 83814

*Idaho Falls School District #91
690 John Adams Parkway
Idaho Falls, ID 83401

*Independent School District of Boise City
1207 Fort Street
Boise, ID 83702

*New Plymouth School
District #372
P. O. Box 388
New Plymouth, ID 83655

Snake River School
District #52
103 South 900 West
Blackfoot, ID 83221

ILLINOIS

Carbondale Elementary School
District #95
Brush Administrative Center
400 West Monroe Street
Carbondale, IL 62901

Chicago Public Schools
1819 W. Pershing Road
6 East
Chicago, IL 60609
(2 projects)

Community Consolidated School
District #59
2123 S. Arlington Heights
Arlington Heights, IL 60005

*Community High School
District #218
10701 S. Kilpatrick Avenue
Oaklawn, IL 60453

*Community Unit School
District #220
310 East James Street
Barrington, IL 60010

Community Unit School
District #303
1020 Dunham Road
St. Charles, IL 60174

*Danville Community
Consolidated School
District #118
516 N. Jackson Street
Danville, IL 61832

Dongola Unit School
District #66
Box 188
Dongola, IL 62926

E. Chicago Heights School
District #169
Administrative Center
910 Woodlawn Avenue
E. Chicago Heights, IL
60411

E. Maine Public Schools
District #63
10150 Dee Road
Des Plaines, IL 60016

Fremont School District #79
28855 N. Fremont Center Road
Mundelein, IL 60060

*Hinsdale Township High
School District #86
Administration Center
55th & Grant Streets
Hinsdale, IL 60521

*Illinois Department of
Corrections School
District #428
1301 Concordia Court
P. O. Box 4902
Springfield, IL 62708-4902

*Mascoutah Community Unit
School District #19
720 West Harnett Street
Mascoutah, IL 62258

Monmouth School District #38
325 South 11th Street
Monmouth, IL 61462

North Chicago Community High
School District #123
1717 17th Street
North Chicago, IL 60064

*Olympia Community Unit
School District #16
Rural Route 1, Box 150
Stanford, IL 61774

Pembroke Community
Consolidated School
District #259
P. O. Box AA
Hopkins Park, IL 60944

Princeville Community Unit
School District #326
302 Cordis Avenue
Princeville, IL 61559

*School District U-46
355 E. Chicago Street
Elgin, IL 60120

South Metropolitan
Association
800 N. Governor's Highway
Box 460
Flossmoor, IL 60422

Waukegan Community Unit
School District #60
1201 N. Sheridan Road
Waukegan, IL 60085

INDIANA

*Indianapolis Public Schools
120 E. Walnut Street
Indianapolis, IN 46204

*Lafayette School Corporation
2300 Cason Street
Lafayette, IN 47904

*Metropolitan School
District of Washington
Township
Administrative Service Center
3801 East 79th Street
Indianapolis, IN 46240

Portage Township Schools
5894 Central Avenue
Portage, IN 46368

*Richmond Community Schools
300 Whitewater Blvd.
Richmond, IN 47374

IOWA

Carroll Community Schools
1026 N. Adams
Carroll, IA 51401

Indianola Community Schools
1304 E. Second
Indianola, IA 50125

Keokuk Community School
District
727 Washington Street
Keokuk, IA 52632

*Western Dubuque County
Community School District
Farley, IA 52046

KANSAS

*Dodge City Unified
School District #443
1000 Second Box 460
Dodge City, KS 67801

*Seaman USD #345
Youth Center at Topeka
1440 NW 25th
Topeka, KS 66608

*Topeka Public Schools
Administrative Center
624 SW 24th
Topeka, KS 66611

*Wichita Unified School
District #259
428 S. Broadway
Wichita, KS 67202

KENTUCKY

Bardstown Independent School
System
308 N. Fifth Street
Bardstown, KY 40004

Elizabethtown Independent
School District
219 Helm Street
Elizabethtown, KY 42701

*Jefferson County Public
Schools
Van Hoose Education Center
3332 Newburg Road
Louisville, KY 40318
(4 projects selected)

Laurel County Board
of Education
1715 South Main Street
London, KY 40741

*Rowan County Board
of Education
Morehead Treatment Center
121 E. 2nd Street
Morehead, KY 40351

LOUISIANA

*Caddo Parish School Board
P. O. Box 3200
Shreveport, LA 71130-2000

*Concordia Parish School
Board
P. O. Box 950
Vidalia, LA 71373

*Jefferson Parish Public
School System
519 Huey P. Long Avenue
Grenta, LA 70053
(4 projects, 1 selected)

*LaSalle Parish School Board
P.O. Drawer 90
Jena, LA 71342

*Monroe City Schools
2101 Roselawn Avenue
Monroe, LA 71201

St. Martin Parish School Board
111 Courville Street
Breaux Bridge, LA 70517

St. Mary Parish School Board
P. O. Box 580
Franklin, LA 70538-0580

Tangipanoa Parish School Board
313 E. Oak Street
Amite, LA 70422

MASSACHUSETTS

*Cambridge Public Schools
159 Thorndike Street
Cambridge, MA 02141

*Haverhill Public Schools
Haverhill High School C-Wing
137 Monument Street
Haverhill, MA 01830

*Marion Public Schools
135 Marion Road
Mattapoisett, MA 02739

*Taunton Public Schools
50 Williams St.
Taunton, MA 02780

*Wareham Public Schools
54 Marion Road
Wareham, MA 02571

*Worcester Public Schools
20 Irving Street
Worcester, MA 01609

MICHIGAN

*Adrian Public Schools
159 E. Maumee Street
Adrian, MI 49221

Benton Harbor Area Schools
711 E. Britain
Benton Harbor, MI 49022

Berrien Springs Public Schools
One Sylvester Avenue
Berrien Springs, MI 49103

*Jackson Public Schools
1400 W. Monroe
Jackson, MI 49202

*Pinconning Area Schools
210 Libby Street
Pinconning, MI 48650

Stockbridge Community Schools
305 W. Elizabeth Street
Stockbridge, MI 49385
(2 projects)

MINNESOTA

*Mankato Independent Public School District #77
1000 North Broad Street
Mankato, MN 56001

Minnesota Correctional Facility
Box C
Sauk Centre, MN 56378

Moorhead Public Schools
810 4th Avenue South
Moorhead, MN 56560

*Osseo Independent School District #279
Education Service Center
11200 93rd Avenue, North
Maple Grove, MN 55369

*Owatonna Independent School District #761
515 West Bridge Street
Owatonna, MN 55060

*St. Paul Public School District #625
360 Colborne
St. Paul, MN 55102

Sandstone Public Schools
Court at Fifth
P. O. Box 260
Sandstone, MN 55072

Willmar Public Schools
Central Office Building
611 W. Fifth Street
Willmar, MN 56201

MISSISSIPPI

*Aberdeen Municipal Separate School District
P. O. Drawer 607
Aberdeen, MS 39730

Clinton Municipal Separate School District
P. O. Box 300
Clinton, MS 39056

Greenwood Municipal Separate
School District
P. O. Box 1497
Greenwood, MS 38930

Greenville Municipal Separate
School District
P. O. Box 749
412 S. Main Street
Greenville, MS 38701

Meridian Municipal Separate
School District
1019 25th Avenue
P. O. Box 31
Meridian, MS 39302

*Mississippi State Department
of Education
P. O. Box 771
Jackson, MS 39205

Yazoo City Municipal Separate
School District
P. O. Box 127
Yazoo City, MS 39194

MISSOURI

*Dunklin R-5 School District
P. O. Box 306
Herculaneum, MO 63048

*Fayette R-III School
District
Lucky & Herndon Streets
Fayette, MO 65248

*Liberty Public Schools
14 South Main
Liberty, MO 64068

*Missouri Division of
Youth Services
P. O. Box 447
Jefferson City, MO 65102

*North Kansas City School
District
2000 NE 46th
Kansas City, MO 64116

*Warsaw R-IX School District
P. O. Box 248
Warsaw, MO 65355

MONTANA

Billings Public Schools
101 Tenth Street West
Billings, MT 59102
(2 projects)

Corvallis Public School
District #1
P.O. Box 133
Corvallis, MT 59828

*Lewistown Public School
District #1
215 7th Avenue South
Lewistown, MT 59457

Vaughn Public Schools
P. O. Box 279
Vaughn, MT 59487

NEBRASKA

Lexington Public Schools
1610 N. Washington Street
Lexington, NE 68850

Millard Public Schools
1010 South 144th Street
Omaha, NE 68154

Papillion LaVista Public
Schools
7552 S. 84th Street
LaVista, NE 68128

NEVADA

Clark County School District
2832 East Flamingo Road
Las Vegas, NV 89121

Humboldt County School
District
P. O. Box 1070
Winnemucca, NV 89445

*Washoe County School
District
425 E. Ninth Street
Reno, NV 89520

NEW HAMPSHIRE

Manchester School Department
SAU #37
196 Bridge Street
Manchester, NH 03104

Supervisory Administrative
Unit
Box 600, East Street
Charlestown, NH 03603

NEW JERSEY

*Freehold Borough Board
of Education
280 Park Avenue
Freehold, NJ 07728

Middletown Township Board
of Education
59 Tindall Road
Middletown, NJ 07748

Red Bank Public Schools
76 Branch Avenue
Red Bank, NJ 07701

*Roselle Park Public Schools
J. P. Woods Building
320 Locust Street
Roselle Park, NJ 07204

*Township of Ocean School
District
163 Monmouth Road
Oakhurst, NJ 07755

Township of Union Public
Schools
2369 Morris Avenue
Union, NJ 07083

NEW MEXICO

*Santa Fe Public Schools
610 Alta Vista
Santa Fe, NM 87501

*University of New Mexico
Children's Psychiatric
Hospital/Mimbres School
1001 Yale Blvd., NE
Albuquerque, NM 87131

NEW YORK

*Binghamton City School
District
98 Oak Street
Binghamton, NY 13905

*Buffalo Public Schools
Room 712, City Hall
Buffalo, NY 14202

Horseheads Central School
District
Horseheads, NY 14845

Kings Park Central School
District
Kohr Road
Kings Park, NY 11754

*New York City Board
of Education
110 Livingston Street
Brooklyn, NY 11201

South Colonie School District
10 Loralee Drive
Colonie, NY 12211

State University College
at New Paltz
302 Van Den Berg Campus
Learning Center
New Paltz, NY 12561

*Waterford-Halfmoon
Union Free School District
125 Middletown
Waterford, NY 12188

NORTH CAROLINA

*Alamance County Schools
609 Ray Street
Graham, NC 27253

*Ashe County Board
of Education
P. O. Box 604
Ivy Street
Jefferson, NC 28640

*Caswell County Schools
P. O. Box 160
Yanceyville, NC 27379

Cleveland County Board
of Education
130 South Post Road
Shelby, NC 28150

Henderson County Board
of Education
P. O. Box 1700
Hendersonville, NC
28793-1700

Johnston County Schools
P. O. Box 1336
Smithfield, NC 27577

*Madison County Schools
P. O. Box 308
Marshall, NC 28753

*New Hanover County Public
Schools
P. O. Box 390
Wilmington, NC 28402

*Sampson County Schools
P. O. Box 439
Clinton, NC 28328

NORTH DAKOTA

*Bismarck Public Schools
400 Avenue E. East
Bismarck, ND 58501

Flasher School District #39
Flasher, ND 58535

Grafton Public School
District #3
1548 School Road
Grafton, ND 58237
(2 projects)

Grand Forks Public School
District #1
115 North Fourth Street
Grand Forks, ND 58201

McClusky Public School
District #19
219 Avenue D West
McClusky, ND 58463

United Public School
District #7
Box 117
Des Lacs, ND 58733

*Wishek Public School
District #19
11th Street South
P. O. Box 247
Wishek, ND 58495

OHIO

Berea City School District
390 Fair Street
Berea, OH 44017

*Chillicothe City Schools
455 Yoctangee Parkway
Chillicothe, OH 45601

*Elyria City School District
40710 Griswold Road
Elyria, OH 44035

*Hamilton City Schools
332 Dayton Street
Hamilton, OH 45012

Lancaster City Schools
345 East Mulberry Street
Lancaster, OH 43130

Lima City Schools
515 S. Calumet
P. O. Box 2000
Lima, OH 45802

Youngstown City School
District
P. O. Box 550
20 West Wood Street
Youngstown, OH 44514

OKLAHOMA

*Broken Arrow Public Schools
601 South Main Street
Broken Arrow, OK 74012

Hobart Public Schools
P. O. Box 899
Hobart, OK 73651

Sand Springs Public School
District I-2
P. O. Box 970
Sand Springs, OK 74063

*Tulsa Public Schools
P.O. Box 470208
Tulsa, OK 74147-0208

OREGON

*Ashland Public Schools
885 Siskiyou Blvd.
Ashland, OR 97520

Bend Administrative School
District #1
520 NW Wall Street
Bend, OR 97701-2699

Klamath Falls School
District #1
475 S. Alameda
Klamath Falls, OR 97601

*McLoughlin Union High
School #3
120 S. Main
Milton-Freewater, OR
97862-1396

PENNSYLVANIA

*Bradford Area School
District
50 Congress Street
Bradford, PA 16701

*Jersey Shore Area School
District
201 South Broad Street
Jersey Shore, PA 17740

*Keystone Oaks School
District
1000 Kelton Avenue
Pittsburgh, PA 15216

Montrose Area School District
Lathrop Street School
Montrose, PA 18801

Spring Cove School District
230 Poplar Street
Roaring Springs, PA 16673

RHODE ISLAND

*Johnston School Department
345 Cherry Hill Road
Johnston, RI 02919

Middletown Public Schools
141 W. Main Road
Middletown, RI 02898

Richmond School District
Route 138
Wyoming, RI 02898

SOUTH CAROLINA

*Lexington County School
District #2
715 Ninth Street
West Columbia, SC 29169
(2 projects, 1 selected)

SOUTH DAKOTA

Faulkton Independent School
District #24-2
Box 308
Faulkton, SD 57438

*Groton School District 6-3
Box 146
Groton, SD 57445

Newell School District 9-2
501 Dartmouth
Box 99
Newell, SD 57760

Rapid City Area Schools
District Service Center
809 South Street
Rapid City, SD 57701

TEXAS

*Abilene Independent School
District
Box 981
Abilene, TX 79604

*Austin Independent School
District
6100 Guadalupe
Austin, TX 78752

Dallas Independent School
District
3700 Ross Avenue
Dallas, TX 75204

East Central Independent
School District
6634 New Sulphur Springs Road
San Antonio, TX 78263

*Fort Worth Independent
School District
3210 West Lancaster
Forth Worth, TX 76107

*Harlandale Independent School
District
102 Genevieve Street
San Antonio, TX 78285

Hitchcock Independent School
District
8117 Highway No. 6
Hitchcock, TX 77563

Kermit Independent School
District
P.O. Drawer S
Kermit, TX 79745

*McAllen Independent School
District
2000 North 23rd Street
McAllen, TX 78501

Muleshoe Independent School
District
514 West Avenue G
Muleshoe, TX 79347

Snyder Independent School
District
2901 37th Street
Snyder, TX 79549

Weslaco Independent School
District
P.O. Box 266
Weslaco, TX 78596

UTAH

*Granite School District
340 East 3545 South
Salt Lake City, UT 84105

*Jordan School District
9361 South 300 East
Sandy, UT 84070

N. Sanpete School District
41 W. Main
Mt. Pleasant, UT 84647

*Salt Lake City School
District
440 East 100 South
Salt Lake City, UT 84111

*Utah State Board
of Education
Mill Creek Youth Center
790 W. 12th Street
Ogden, UT 84404

VERMONT

Lamoille South District
Box 338
Morrisville, VT 05602

St. Johnsbury School District
26 Western Avenue
St. Johnsbury, VT 05819

Washington Central
Supervisory Union
RFD #4
Montpelier, VT 05602

VIRGINIA

Bath County Public Schools
P. O. Box 67
Warm Springs, VA 24484

Buchanan County School Board
P. O. Box 833
Grundy, VA 24614

Campbell County Schools
P. O. Box 99
Rustburg, VA 24588

Giles County School Board
Route 1, Box 52
Pearisburg, VA 24134

Halifax County Public Schools
P. O. Box 805
Halifax, VA 24558

Hampton City Schools
1819 Nickerson Boulevard
Hampton, VA 23663

Lynchburg Public Schools
10th & Court Street
P. O. Box 1599
Lynchburg, VA 24505

Montgomery County Schools
P. O. Box 29
200 Junkin Street
Christiansburg, VA 24073

Roanoke County Schools
526 College Avenue
Salem, VA 24153

*Rockingham County Public
Schools
205 County Office Building
4 South Main Street
Harrisonburg, VA 22801

Smyth County School Board
P. O. Box 987
Marion, VA 24354

Virginia Beach City Public
Schools
P. O. Box 6038
Virginia Beach, VA 23456

*Waynesboro School District
301 Pine Avenue
Waynesboro, VA 22980

*Wise County School System
Box 1217
Wise, VA 24293

WASHINGTON

*Bellevue School
District #405
P. O. Box 90010
Bellevue, WA 98010

*Bellingham School
District #501
P. O. Box 878
Bellingham, WA 98227

Ferndale School District #502
P.O. Box 698
Ferndale, WA 98248

Olympia School District III
1113 E. Legion Way
Olympia, WA 98501

Seattle School District #1
815 4th Avenue North
Seattle, WA 98109

Vancouver School District #37
605 N. Devine Road
Vancouver, WA 98661

WEST VIRGINIA

*Mercer County Public Schools
1420 Honaker Avenue
Princeton, WV 24740

*Monongalia County Board
of Education
263 Prairie Avenue
Morgantown, WV 26505

*Ohio County Schools
2203 National Road
Wheeling, WV 26003

Wetzel County Board
of Education
333 Foundry Street
New Martinsville, WV 26155

Wood County Board
of Education
1210 13th Street
Parkersburg, WV 26101

WISCONSIN

Kenosha Unified School
District #1
3600 52nd Street
Kenosha, WI 53142

*Lakeland Union High
School District
8669 Old Highway, 70 West
Minocqua, WI 54548

*Menominee Indian
School District
P. O. Box 399
Keshena, WI 54135

*Milwaukee Public Schools
P. O. Drawer 10K
Milwaukee, WI 53201

*Racine Unified
School District
2220 Northwestern Avenue
Racine, WI 53404

*Stoughton Area
School District
211 N. Forrest Street
P. O. Box 189
Stoughton, WI 53589

*School District of Superior
823 Belknap Street
Superior, WI 54880

Watertown Unified School
District
Educational Service Center
111 Dodge Street
Watertown, WI 53094

*West Bend Joint School
District
697 South Fifth Avenue
West Bend, WI 53095

Wrightstown Community
School District
351 High Street
Wrightstown, WI 54180

WYOMING

*Arapahoe School District #38
P.O. Box 211
Hudson, WY 82510

*Weston County School
District #1
116 Casper Avenue
Newcastle, WY 82701

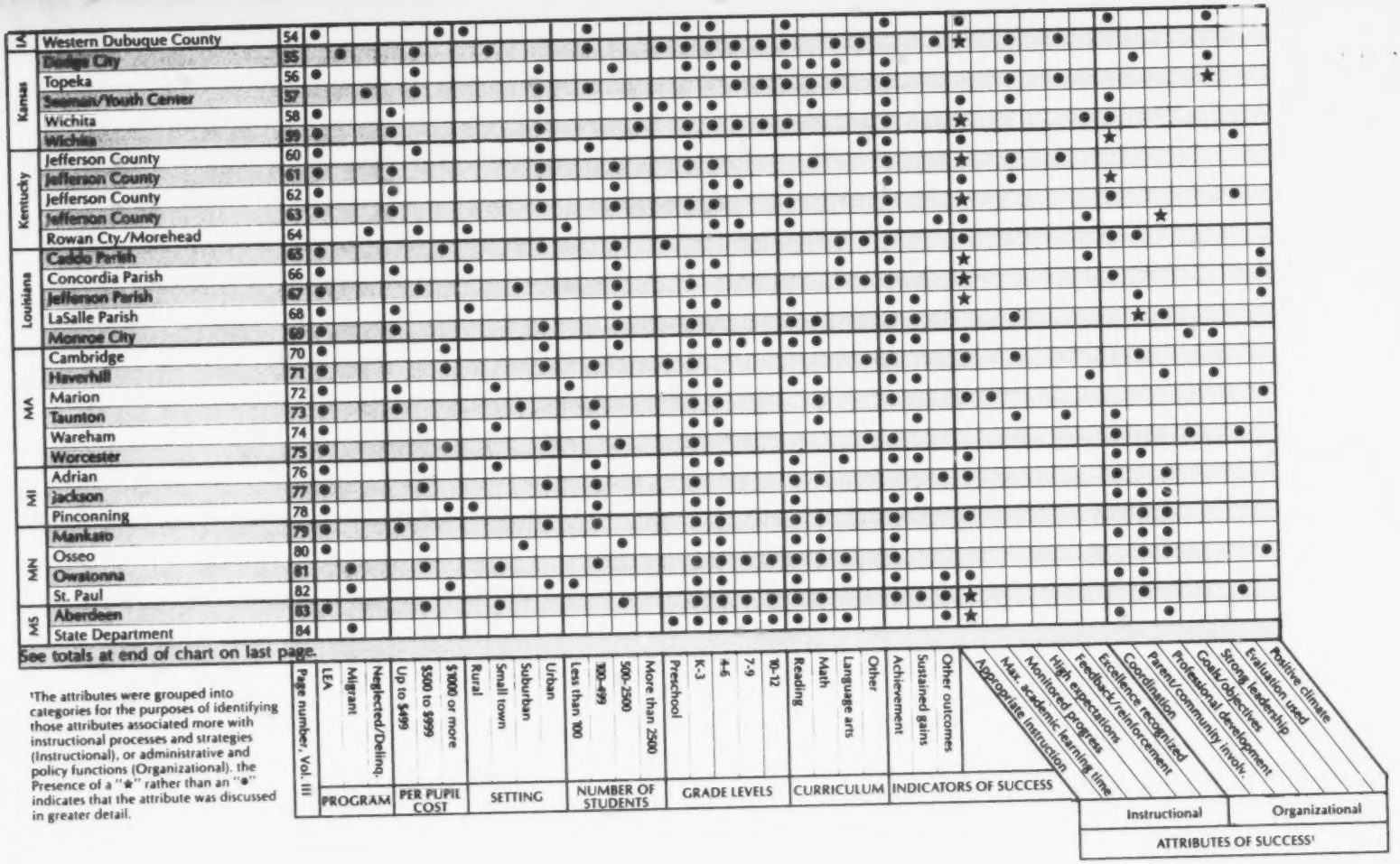
Appendix B

Profile Index to National Identification Program Projects

Developed by Northwest Regional Educational Laboratory for the U.S. Department of Education as part of the Secretary's Initiative to identify unusually successful ECIA Chapter 1 projects.

PROFILE INDEX TO 1984-85 UNUSUALLY SUCCESSFUL E.C.I.A. CHAPTER 1 PROGRAMS

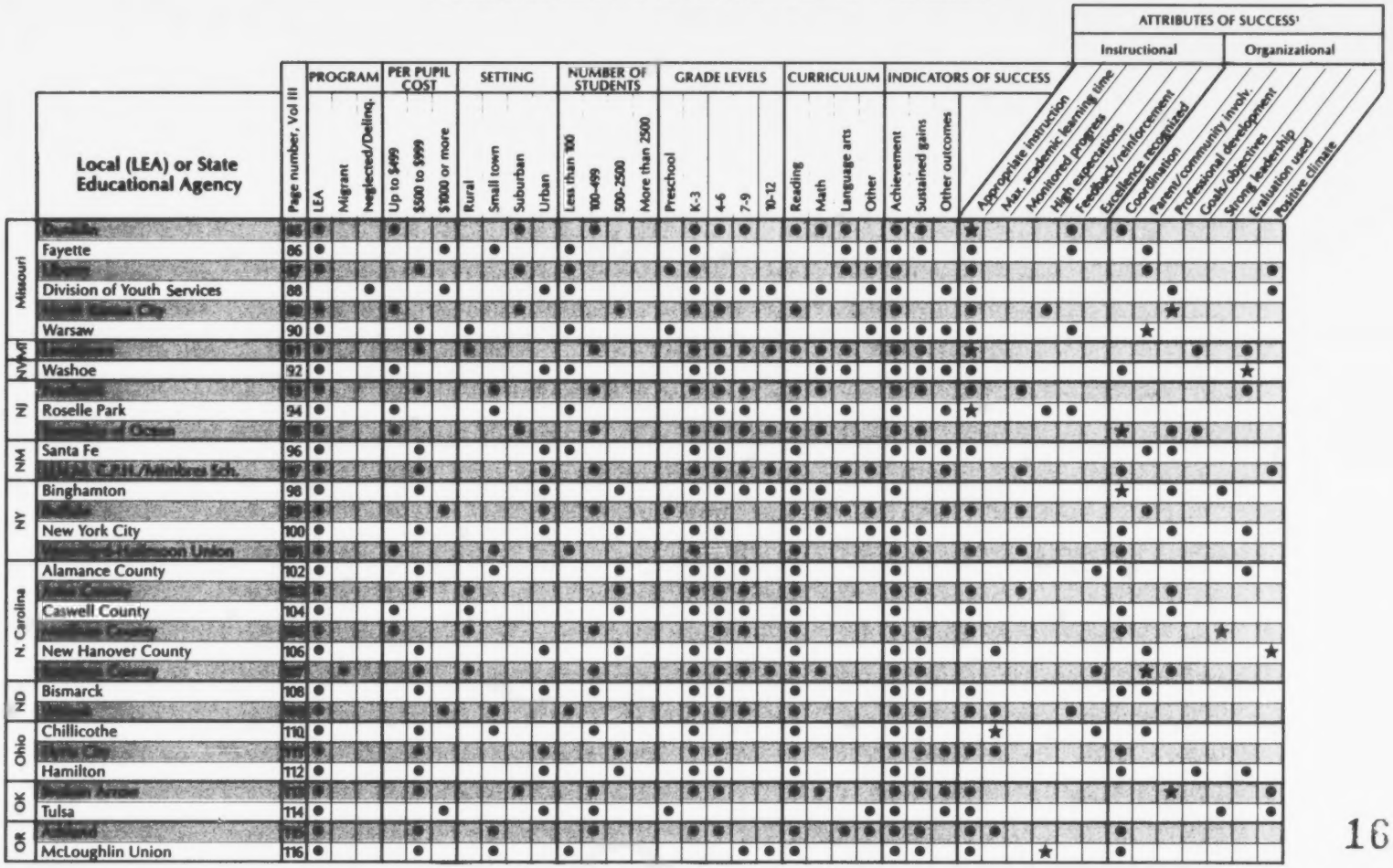
	Local (LEA) or State Educational Agency	Page number, Vol III	PROGRAM: LEA	PROGRAM: Migrant	PROGRAM: Neglected/Delinq.	PER PUPIL COST: Up to $499	PER PUPIL COST: $500 to $999	PER PUPIL COST: $1000 or more	SETTING: Rural	SETTING: Small town	SETTING: Suburban	SETTING: Urban	NUMBER OF STUDENTS: Less than 100	NUMBER OF STUDENTS: 100-499	NUMBER OF STUDENTS: 500-2500	NUMBER OF STUDENTS: More than 2500	GRADE LEVELS: Preschool	GRADE LEVELS: K-3	GRADE LEVELS: 4-6	GRADE LEVELS: 7-9	GRADE LEVELS: 10-12	CURRICULUM: Reading	CURRICULUM: Math	CURRICULUM: Language arts	CURRICULUM: Other	INDICATORS OF SUCCESS: Achievement	INDICATORS OF SUCCESS: Sustained gains	INDICATORS OF SUCCESS: Other outcomes	ATTRIBUTES OF SUCCESS[1] Instructional: Appropriate instruction	Max. academic learning time	Monitored progress	High expectations	Feedback/reinforcement	Excellence recognized	Coordination	Parent/community involv.	Professional development	Goals/objectives	Strong leadership	Evaluation used	Positive climate	Organizational
AK/AL	**Ozark City**	20	●			●			●	●			●					●				●	●	●		●	●	●	★									●			●	
	Fairbanks North Star Boro.	21	●				●					●			●			●	●	●	●	●				●	●	●			●		●								●
CA	**Moreland**	22	●					●			●			●				●	●			●	●	●		●	●	●	●										●			
	Poway	23	●			●					●			●				●	●			●	●	●	●	●	●		★			●						●			
CO	**Adams County**	24	●				●				●		●				●								●	●	●		★												●	
	Poudre	25	●					●			●				●		●	●	●			●			●	●	●	●	●										●	●		
Connecticut	**Bridgeport**	26	●					●				●		●			●								●	●	●											●	★		
	New London	27		●			●					●	●							●	●	●	●	●		●			★			●						●			
	New London	28	●					●				●		●				●	●				●			●						●						●		●	
	Plainfield	29	●				●		●				●							●		●	●	●		●	●										★		●	
	Waterbury	30	●					●				●	●					●				●	●	●	●	●	●		●	★									●	
	Watertown	31	●				●			●				●				●	●	●	●	●	●			●	●						●						★	●	
Florida	**Hillsborough County**	32	●				●				●				●			●	●			●				●	●		●											●	
	Hillsborough County	33	●				●					●			●			●	●			●				●	●		●		●									●	
	Orange County	34	●					●				●				●		●	●			●	●			●	●		●										●	●	
	St. Lucie County	35		●			●					●		●				●	●			●				●					●								●	●	
	St. Lucie County	36	●				●					●			●			●	●			●				●	●		●										●	●	
HI	Maui	37	●				●		●	●	●	●			●		●	●	●	●	●	●					●											●	●	●	
Idaho	**Coeur d'Alene**	38	●				●			●				●				●	●	●	●	●	●			●			★									●		●	
	Idaho Falls	39	●			●						●		●				●	●	●		●	●			●			★			●							●		
	I.S.D. Boise City	40	●			●						●			●			●	●	●	●	●	●			●			●			●								●	
	New Plymouth	41		●		●			●						●			●	●	●	●	●	●	●		●						●						●	●	
Illinois	**Community High School**	42	●				●				●			●						●	●			●	●	●			●									●		
	Danville	43	●				●			●					●			●	●	●		●			●	●												●	●		●
	Hinsdale	44	●			●					●			●						●	●	●	●		●	●			●											●	
	Dept. of Corrections	45			●		●		●				●					●	●	●		●	●			●			●			●									
	Community Unit	46	●				●			●				●			●	●	●			●		●	●	●		●	●										★		
	Mascoutah	47	●			●				●			●				●								●			●	●	●									★		
	Olympia	48	●				●		●					●				●		●		●				●			★	●									●		
	Elgin	49	●					●				●			●			●	●			●					●	●	★											●	
Indiana	**Indianapolis**	50	●			●						●			●			●				●				●		●											●	●	
	Lafayette	51	●					●				●	●					●				●				●		●	●										●	●	
	Washington Township	52	●			●						●		●				●	●	●				●		●	●		●										●		
	Richmond	53	●			●						●		●				●							●			●	●											●		



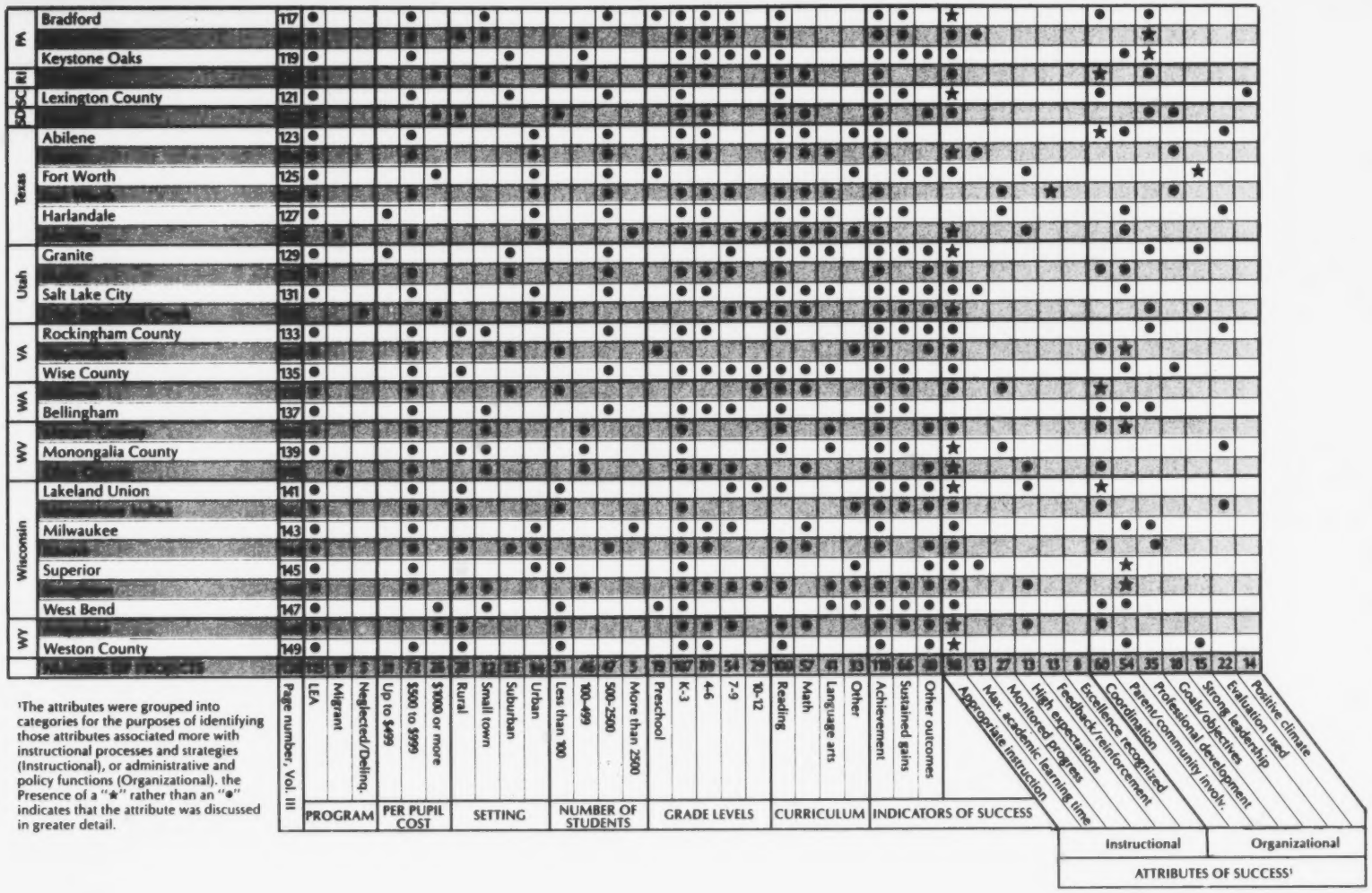
See totals at end of chart on last page.

[1]The attributes were grouped into categories for the purposes of identifying those attributes associated more with instructional processes and strategies (Instructional), or administrative and policy functions (Organizational). the Presence of a "★" rather than an "●" indicates that the attribute was discussed in greater detail.

PROFILE INDEX TO 1984-85 UNUSUALLY SUCCESSFUL E.C.I.A. CHAPTER 1 PROGRAMS - *continued*



	Local (LEA) or State Educational Agency	Page number, Vol III	PROGRAM: LEA	PROGRAM: Migrant	PROGRAM: Neglected/Delinq.	PER PUPIL COST: Up to $499	PER PUPIL COST: $500 to $999	PER PUPIL COST: $1000 or more	SETTING: Rural	SETTING: Small town	SETTING: Suburban	SETTING: Urban	NUMBER OF STUDENTS: Less than 100	NUMBER OF STUDENTS: 100-499	NUMBER OF STUDENTS: 500-2500	NUMBER OF STUDENTS: More than 2500	GRADE LEVELS: Preschool	GRADE LEVELS: K-3	GRADE LEVELS: 4-6	GRADE LEVELS: 7-9	GRADE LEVELS: 10-12	CURRICULUM: Reading	CURRICULUM: Math	CURRICULUM: Language arts	CURRICULUM: Other	INDICATORS OF SUCCESS: Achievement	INDICATORS OF SUCCESS: Sustained gains	INDICATORS OF SUCCESS: Other outcomes	ATTRIBUTES OF SUCCESS[1] — Instructional: Appropriate instruction	Max. academic learning time	Monitored progress	High expectations	Feedback/reinforcement	Excellence recognized	Coordination	Parent/community involv.	Professional development	Goals/objectives	Strong leadership	Evaluation used	Positive climate — Organizational
Missouri	[redacted]	85	●			●					●			●				●	●	●		●	●	●		●	●		★				●		●					
	Fayette	86	●					●		●			●					●						●	●	●			●				●			●				
	[redacted]	87	●				●				●		●				●	●						●	●	●			●							●				●
	Division of Youth Services	88			●			●				●	●					●	●	●	●		●		●	●			●							●				●
	[redacted] City	89	●			●					●				●			●	●			●				●			●					●		★				
	Warsaw	90	●				●		●				●				●								●	●	●		●				●			★				
NVMI	[redacted]	91	●				●		●				●					●	●	●	●	●	●	●		●	●		★									●		●
	Washoe	92	●			●						●	●					●	●				●	●		●	●		●										★	
NJ	[redacted]	93	●				●			●				●				●	●	●		●	●			●	●		●			●							●	
	Roselle Park	94	●			●				●			●						●	●		●		●		●		●	★			●	●							
	[redacted] Ocean	95	●			●					●			●				●	●	●	●	●	●			●	●								★		●	●			
NM	Santa Fe	96	●				●					●	●					●	●			●				●		●	●								●	●		
	[redacted] C.P.H./Mimbres Sch.	97	●				●					●		●				●	●	●	●	●			●	●		●			●						●			●
NY	Binghamton	98	●				●					●			●			●	●	●	●	●	●			●									★		●		●		
	[redacted]	99	●					●				●		●			●					●	●	●	●			●	●		●						●			
	New York City	100	●				●					●			●			●	●			●	●		●	●	●									●		●		
	[redacted] Union	101	●			●				●			●					●					●			●	●		●							●				
N. Carolina	Alamance County	102	●				●		●						●			●	●	●		●				●									●				●	
	[redacted]	103	●				●		●						●			●	●	●		●	●			●	●		●			●					●			
	Caswell County	104	●			●			●						●			●	●	●		●				●			●								●			
	[redacted] County	105	●			●			●					●				●	●	●		●				●	●		●									★		
	New Hanover County	106	●				●					●			●			●	●			●				●	●				●						●			★
	[redacted] County	107		●			●		●					●				●	●	●	●	●	●			●	●								●	★	●			
ND	Bismarck	108	●				●					●		●				●	●			●				●	●		●											
	[redacted]	109	●					●		●			●					●	●	●		●				●	●		●								●			
Ohio	Chillicothe	110	●				●			●				●				●	●			●				●	●		★						●		●			
	[redacted] City	111	●				●					●			●			●	●			●				●	●		●								●			
	Hamilton	112	●				●					●			●			●	●			●				●	●										●		●	
OK	[redacted] Arrow	113	●				●				●			●				●	●			●	●			●	●		●									★		●
	Tulsa	114	●				●					●		●			●								●	●	●		●								●			●
OR	[redacted]	115	●				●			●				●				●	●			●			●	●	●		●											
	McLoughlin Union	116	●				●			●			●							●	●	●				●	●		●				★							



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